

TEACHING LITERACY IN TENNESSEE: UNIT STARTER GRADE 3 ELA UNIT CONNECTED TO SOCIAL STUDIES (INTERDEPENDENCE)

Important Note: *The Unit Starter provides the foundation for English language arts unit planning in connection with social studies. In addition to thoughtful preparation from these resources, there are additional components of the literacy block for which educators will need to plan and prepare. See page 5 for more guidance on planning for other components of the literacy block.*

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GUIDANCE FOR EDUCATORS

1. WHY IS THE DEPARTMENT PROVIDING UNIT STARTERS?

The research is clear: Reading proficiently—especially reading proficiently early—prepares students for life-long success. To support greater reading proficiency among all students in Tennessee, Governor Haslam, the First Lady, and Commissioner McQueen kicked off the Read to be Ready campaign in February 2016 with a goal of having 75 percent of Tennessee third graders reading on grade level by 2025. Together, we are making progress. High-quality texts that meet grade-level expectations are increasingly making their way into classrooms. Students are spending more time reading, listening, and responding to texts that have the potential to build both skills-based and knowledge-based competencies. However, the first year of the initiative has revealed a need for strong resources to support the growing teacher expertise in Tennessee.

In May of 2017, the Tennessee Department of Education released [Teaching Literacy in Tennessee](#). This document outlines the types of opportunities students need to become proficient readers, writers, and thinkers and includes a literacy unit design framework describing the ways that teachers can create these opportunities. This includes building rich learning opportunities around meaningful concepts within the English language arts block where students listen to, read, speak, and write about sets of texts that are worthy of students' time and attention.

The resources found in each of the [Teaching Literacy in Tennessee: Unit Starters](#) are intended to support planning for one full unit aligned to the vision for [Teaching Literacy in Tennessee](#). They are intended to serve as a model to reference as educators continue to design units and compare the alignment of lessons to the vision for [Teaching Literacy in Tennessee](#).

2. WHAT RESOURCES ARE INCLUDED IN A UNIT STARTER?

The Unit Starters include several of the key components in the framework for [Teaching Literacy in Tennessee](#). These components serve as the foundation for strong unit planning and preparation.

Content Goals: Each Unit Starter begins with content goals that articulate the desired results for learners. [Adapted from McTighe, J. & Seif, E. (2011) and Wiggins, G. & McTighe, J. (2013)]

Universal Concept: A concept that bridges all disciplinary and grade-level boundaries. This concept provides educators and students with an organizational framework for connecting knowledge across disciplines into a coherent view of the world.

Universal Concept Example: Interdependence

Unit Concept: The unit concept is the application of the universal concept to one or more disciplines. This concept provides students with an organizational framework for connecting knowledge within the disciplines into a coherent view of the world and provides educators with a focus for unit planning.

Unit Concept Example: Interdependence of living things

Enduring Understandings and Essential Questions: Enduring understandings are the ideas we want students to understand, not just recall, from deep exploration of our unit concept; and essential questions are the corresponding open-ended questions that will guide students' exploration of these ideas. The enduring understandings reflect the abstract, easily misunderstood, "big" ideas of the discipline. They answer questions like "Why?" "So what?" and "How does this apply beyond the classroom?" to support deep levels of thinking. These questions spark genuine and relevant inquiry and provoke deep thought and lively discussion that will lead students to new understandings.

Enduring Understanding Example: People, plants, and animals depend on each other to survive.
Essential Question Example: Why do humans need to preserve trees?

Disciplinary Understandings and Guiding Questions: Disciplinary understandings are the specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these content-related ideas is critical to investigation and understanding of the more abstract and transferable ideas outlined in the enduring understandings. Guiding questions are open ended and guide students' exploration of the disciplinary understanding. These questions prompt ways of thinking and support knowledge building within the content areas.

Disciplinary Understanding Example: The structure of plants and the function of each part
Guiding Question Example: Why are roots important to plants?

The concepts for this set of Unit Starters were derived from the vertical progression of Tennessee's Social Studies Standards and focus on the universal concept of change. These standards are represented below. **Though strong connections are made to the social studies standards within the unit, it is critical to note that this Unit Starter does not encompass the totality of the identified social studies standards. The unit is not intended to replace social studies instruction.**

Kindergarten

- K.03 Distinguish between wants and needs.
- K.04 Identify and explain how basic human needs of food, clothing, shelter, and transportation are met.
- K.05 Explain the benefits of saving money.
- K.06 Recognize and describe different types of jobs, including work done in the home, school, and community.
- K.07 Give examples of how people use money to make purchases.
- K.11 Give examples of the following concepts: authority, fairness, responsibility, and rules.
- K.15 Describe roles of authority figures in the home, school, and community, including: caregivers, teachers, school principal, police officers, and fire/rescue workers.
- K.16 Explain the purpose of rules and laws.

Grade 1

- 1.04 Give examples of products (goods) that people buy and use.
- 1.05 Give examples of services (producers) that people provide.
- 1.06 Recognize major products and industries found in Tennessee (e.g., agriculture, manufacturing, mining, music, and tourism).
- 1.07 Distinguish how people are consumers and producers of goods and services.
- 1.08 Determine the difference between basic wants and needs and provide examples of each.
- 1.09 Assess factors that could influence a person to use or save money.
- 1.15 Identify the Governor and the President and explain their roles.
- 1.17 Distinguish the differences between rules and laws and give examples of each.
- 1.18 Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.
- 1.19 Explain that voting is a way of making choices and decisions.
- 1.20 Recognize that a mayor is the leader of a town/city and explain his/her role.

Grade 2

- 2.04 Examine different types of producers and consumers in the U.S.
- 2.05 Recognize major U.S. industries and their products, including: agriculture, manufacturing, tourism, transportation, etc.
- 2.07 Differentiate between imports and exports.
- 2.08 Evaluate how imports and exports help to meet the needs of people in the U.S.
- 2.21 Recognize that the U.S. has a constitution, which is the basis for our nation's laws.
- 2.22 Recognize that Tennessee has a constitution, which is the basis for our state's laws.
- 2.23 Describe the three branches of U.S. government and the basic role of each.
- 2.24 Recognize that our nation makes laws and that there are consequences for breaking them.
- 2.25 Identify the rights and responsibilities of citizens of the U.S.
- 2.26 Understand that there are laws written to protect citizens' right to vote.
- 2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.

Grade 3

- 3.17 Compare and contrast how goods and services are exchanged on local and regional levels.
- 3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.
- 3.19 Compare and contrast the geographic locations and customs (i.e., housing and clothing) of the Northeast, Southeast, and Plains North American Indians.
- 3.20 Describe the conflicts between American Indian nations, including the competing claims for the control of land.
- 3.22 Examine how American Indian cultures changed as a result of contact with European cultures, including: decreased population; spread of disease (smallpox); increased conflict; loss of territory; and increase in trade.
- SSP.06 Develop geographic awareness by determining relationships among people, resources, and ideas based on geographic location.

Texts for Interactive Read Aloud & Shared Reading: Each Unit Starter includes a collection of complex texts to support strong interactive read aloud and shared reading experiences. These texts have been selected to provide regular opportunities for students to engage with rich academic language and build the disciplinary and enduring understandings for the unit. Given the complexity of these texts, teachers should revisit them with students after the initial read(s) to deepen knowledge. Multiple question sequences and tasks are included in the Unit Starter for most texts; however, teachers are encouraged to add additional readings, questions, and tasks as needed to meet the needs of their students. Teachers may also analyze and select additional suitable texts to extend and/or support the development of the unit concepts. *See page 38 in [Teaching Literacy in Tennessee](#) for the three-part model for determining text complexity: quantitative dimensions of text complexity; qualitative dimensions of text complexity; and reader and task considerations.*

Suggested Resources for Small Group & Independent Reading: The Unit Starters include a list of suggested resources (texts, videos, online resources) to support a volume of reading on the unit concepts. These materials may be used during small group instruction and/or independent reading and writing activities to support knowledge building for students and to meet students' diverse learning needs. In addition, teachers are encouraged to select additional resources to extend and/or support the development of the unit concepts.

End-of-Unit Task: Each Unit Starter includes an end-of-unit task that provides an opportunity for students to demonstrate their understanding of the unit concept and to answer the essential questions for the unit in an authentic and meaningful context.

Daily Tasks & Question Sequences: Each Unit Starter includes a daily task and question sequence for approximately two weeks of instruction. The question sequences integrate the literacy standards to support students in accessing the complex texts during interactive read aloud and shared reading by drawing students' attention to complex features in the text and guiding students toward the disciplinary and/or enduring understandings of the unit.

The daily tasks provide an opportunity for students to demonstrate their new understandings by applying what they have learned from the texts they read daily across the literacy block. The texts and tasks have been carefully sequenced to support students in building disciplinary understandings over the course of the unit, so students are able to successfully engage in the end-of-unit task.

Sidebar Notes: Throughout this document, two types of sidebar notes have been included in order to highlight opportunities for differentiation. Those entitled 'Differentiation for ALL Students' offer ideas for proactive adjustments that could be considered for the range of learners. Those entitled 'Differentiation for Specific Needs' provide more specific differentiation ideas for learners, such as English learners and students with reading difficulties including those displaying characteristics of dyslexia.

3. WHAT RESOURCES ARE NOT INCLUDED IN A UNIT STARTER?

These resources provide the foundation for unit planning but are not intended to be a comprehensive curriculum resource. Instead, educators must thoughtfully prepare from the resources that are included in the Unit Starter by adding additional resources as appropriate to meet instructional goals and student needs. The Unit Starters are designed to provide access to high-quality instruction for all students, including English learners and students who may be experiencing reading difficulties, such as those displaying characteristics of dyslexia. Based on their use of multiple data sources and their analysis of students' strengths and needs, teachers should differentiate instruction while implementing the Unit Starters to support continuous progress for all students. Consistent with the strategies embedded in the Unit Starters, students will experience impactful opportunities to listen to, read, think, talk, and write about texts while developing knowledge and enhancing vocabulary development. To ensure that all students make academic gains, teachers must continually monitor their students' learning, recognizing areas of need and providing relevant and focused support. For additional information regarding differentiation and supporting the range of learners, please see the [TN Differentiation Handbooks](#), [Dyslexia Resource Guide](#), and [Teaching Literacy in Tennessee: English Learner Companion](#).

In addition, teachers will need to plan for other components of the English language arts block. The Unit Starters **do not include** the following:

- Instructional guidance for small group and independent reading and writing
 - Students should be grouped flexibly and resources selected to meet specific and unique needs of students, which may change over time.
- Instructional guidance and resources for explicit foundational skills instruction and foundational skills practice in and out of context
 - Reading foundational skills instruction should follow a year-long scope and sequence and be responsive to the unique needs of your students.

Please refer to [Teaching Literacy in Tennessee](#) for definitions of new or unfamiliar terms used in this document.

4. HOW SHOULD I USE THE RESOURCES IN THE UNIT STARTER TO PLAN MY UNIT?

Interactive Read Aloud and Shared Reading Experiences

To prepare for the unit, start by thoroughly reviewing the resources that are included in the Unit Starter. These resources are designed to support students in thinking deeply about the unit concepts and the enduring understandings embedded in complex text through interactive read aloud and shared reading experiences. To support this step, a unit preparation protocol and a lesson preparation protocol are included in Appendices A and B.

Small Group Reading and Writing

In addition to interactive read aloud and shared reading experiences, plan small group instruction to support the diverse needs of students in your classroom. Group students flexibly and select texts that address students' strengths (e.g., prior knowledge) and meet their specific needs:

Accuracy/word analysis: Some students may need additional practice with foundational reading skills that have already been taught and now are applied to reading authentic texts.

Fluency: Some students may be strong decoders but still struggle to read fluently, which holds them back from successful comprehension.

Comprehension: Some students may require support for their use of comprehension skills and strategies for building knowledge and acquiring academic vocabulary.

The Unit Starters include a list of suggested resources (texts, videos, online resources) that can be used to support small group instruction.


Modeled, Shared, and Interactive Writing

While important for a teacher to use modeled, shared, and interactive writing in order to support student independence with the tasks, please note that the units include few call-outs, if any, for modeled, shared, and interactive writing in the unit. To prepare students for success on the daily and end-of-unit tasks in the Unit Starter, teachers should plan for modeled, shared and interactive writing opportunities. Modeled writing is an instructional strategy where the teacher explicitly demonstrates the writing process for different forms and purposes. Shared writing is an instructional strategy where the teacher and students compose a text together with the teacher acting as the scribe. Interactive writing is an extension of shared writing in which the teacher and students compose a text together with the teacher strategically sharing the pen during the process.

Independent Reading and Writing

The Tennessee English Language Arts Standards call for students to read a range of literary and informational texts and to engage in a high volume of reading independently. The standards also call for students to have aligned writing experiences that develop their skills as writers and support their comprehension of rich, complex texts. Plan for how you will use the suggested resources to engage students in a variety of reading and writing experiences. Consider setting up systems for accountability during independent work time such as one-on-one conferences, center assignments, and/or accountable independent reading structures.

See pages 41-43 in [Teaching Literacy in Tennessee](#) for a description of these instructional strategies and their purpose within the literacy block.



Differentiation for ALL Students: Lesson sequences should utilize a variety of instructional strategies that ensure students have opportunities to engage with the content, deepen their understandings, and express understandings in a variety of ways. This includes students who can extend understandings beyond the task requirements.

Explicit Foundational Skills Instruction

It is recommended that educators consult the Foundational Literacy Standards and use a systematic phonics sequence (often found within a phonics program) for foundational skills instruction in conjunction with the resources in the Unit Starter. Strong foundational skills instruction follows an intentional, research-based progression of foundational skills that incorporates phonological awareness, phonics, and word recognition.

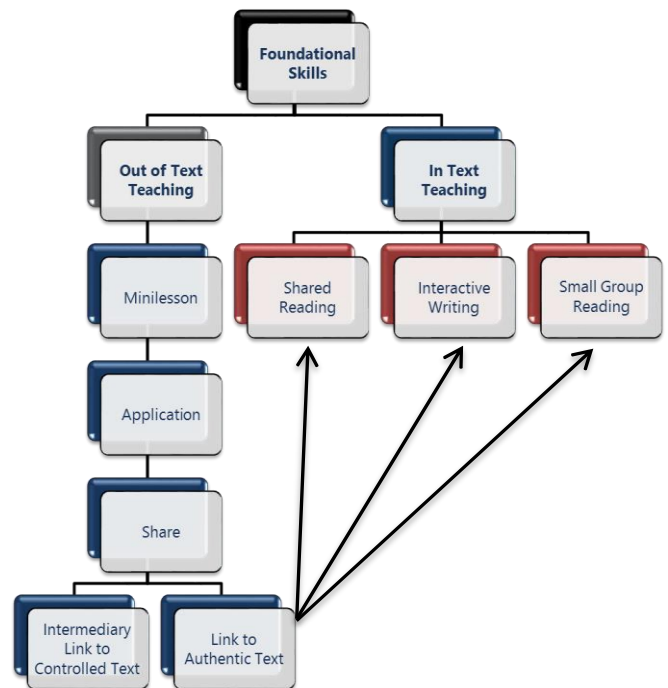
Foundational Skills Practice Out of Text and In Text

Strong foundational skills instruction includes opportunities for students to practice their newly acquired skills out of text and in text.

Out-of-text instruction may take the form of mini-lessons and hands-on application through activities, such as word sorts or the use of manipulatives.

In-text instruction provides opportunities across the literacy block for students to further apply their new learning in authentic reading and writing texts. Foundational skills assessments should be ongoing and should be used to determine when students have mastered the skill and are ready to move on to the next skill.

See pages 78-79 in [Teaching Foundational Skills Through Reading and Writing Coach Training Manual](#) for more information about the relationship between out-of-text and in-text teaching.



Structures for Academic Talk and Collaboration

The Unit Starters include suggestions for questions and daily tasks, but they do not include guidance on how to structure sharing/discussion time. Consider planning how your students will engage with you and each other when responding to complex text orally or in writing by incorporating things like expectations for talk time, sentence starters, hand signals, etc.

Differentiation for Specific Needs: English learners benefit from increased opportunities to interact with other students to utilize their newly acquired English language in authentic reading and writing contexts.

5. WHAT MATERIALS DO I NEED TO ORDER AND PRINT?

Texts for Interactive Read Aloud and Shared Reading

Each of the texts included in the Unit Starters can be purchased or accessed online or through a local library. A list of these texts is included in the Unit Starter materials. Educators will need to secure, purchase, or print one copy of each text selected to support interactive read aloud experiences. Each student will need a copy of the selected text for the shared reading experiences, unless the text is projected or displayed large enough for all students to read.

Suggested Texts for Small Group and Independent Reading

Additionally, each of the texts suggested for small group and independent reading can be purchased or accessed online or through a local library.

Materials to Be Printed

The Unit Starters can be accessed digitally [here](#).

Educators may also consider printing:

- **Question Sequence** – Teachers may want to print question sequences or write the questions on sticky notes to have them available during interactive read aloud and shared reading experiences.
- **Daily Task** – Teachers may want to print the teacher directions for the daily task.
- **End-of-Unit Task** – Teachers may want to print the teacher directions for the end-of-unit task.

UNIT OVERVIEW

The diagram on the next page provides a high-level overview of the unit.

Guidance for the central text and suggested strategy for each day of instruction has been provided in the Unit Starter. It is important to note that this guidance does not reflect a comprehensive literacy block. Educators should support students in developing their expertise as readers and writers by flexibly utilizing a variety of instructional strategies throughout the literacy block.

Educators are also encouraged to use the guidance from this Unit Starter flexibly based on the needs, interests, and prior knowledge of students. For example, teachers may decide to re-read a text, pull in supplementary texts, or provide additional scaffolding based on their knowledge of their students. Teachers are encouraged to be strategic about how many instructional days to spend on this unit.

This Unit Starter is organized around three questions: (1) What are the desired results for learners? (2) How will students demonstrate these desired results? (3) What learning experiences will students need to achieve the desired results?

UNIT OVERVIEW

WHAT ARE THE DESIRED RESULTS FOR LEARNERS?

By the end of this unit, students will have developed an understanding of the following concepts and will be able to answer the following questions...

Universal Concept:

Interdependence

Unit Concept:

Interdependent Relationships and Systems in Our Past

Enduring Understanding:

People and nations in the past relied on interdependent relationships and systems.

Essential Question:

How have people and nations in the past survived and thrived? What have they “depended” on?

Disciplinary Understandings:

There is an interdependent relationship between the geographic location of a nation or group of people (e.g., American Indian Tribes), and how they survive and thrive.

Groups of people and nations (e.g., American Indians) survive and thrive through interdependent economic and government systems.

Economic, political, and cultural relationships between groups of people and nations (e.g., American Indians) survive and thrive through cooperative trade, exchange, and agreements.

Guiding Questions: What systems help groups of people and nations survive and thrive? How does where people live influence how—and whether—they survive and thrive? How do cooperative relationships between different groups of people and nations survive and thrive?

HOW WILL STUDENTS DEMONSTRATE THESE DESIRED RESULTS?

Students will synthesize their learning from the unit texts and demonstrate understanding in the following authentic and meaningful context ...

In preparation for an upcoming Indian educational powwow and festival, the NAIA of Tennessee (National American Indian Association) has asked us to provide input on what information to include in the festival exhibits. These real life exhibits should demonstrate how American Indians survived and thrived in the past and educate festival goers with information that can be used to better their own lives and prompt them to consider how we can show more respect for the earth, work cooperatively through sharing with others, and engage with others peacefully and lawfully.

Part A:

Write a letter to the NAIA Powwow committee explaining what information to include in the real life exhibits, and why you feel it would be important for those attending the festival. The letter should:

- include an introduction and conclusion;
- use evidence from our unit’s texts to highlight dependence upon the land for their basic needs and wants, cooperative interactions with different tribes through trade and agreements, and development of tribal relationships through their own customs and laws;
- incorporate important vocabulary from our learning;
- explain why this information would be important for sharing that day; and
- include all parts of a friendly letter (i.e., heading, greeting, body, closing, and signature).

Part B:

Using information from all three regions of study from this unit (i.e., Northeast, Southeast and Plains), include diagrams of what the possible real life exhibits might look like to accompany your letter. Your diagrams should

WHAT LEARNING EXPERIENCES WILL STUDENTS NEED TO ACHIEVE THE DESIRED RESULTS?

Students will achieve the desired results as a result of deep exploration of complex texts through interactive read-aloud (IRA) and shared reading (SR) experiences ...

Preserving Their Heritage (IRA)

Thirteen Moons on a Turtle’s Back (IRA)

The Girl Who Helped Thunder (SR)

Hunting with Native Americans (IRA)

The Real Story About Government and Politics in Colonial America (SR)

If You Lived With the Iroquois (IRA)

Hiawatha and the Peacemaker (IRA)

Life in a Longhouse Village (IRA)

Nations of the Southeast (IRA)

Cherokee History and Culture (IRA)

Native Peoples of the Plains (IRA)

A River Ran Wild (SR)

Brother Eagle, Sister Sky (IRA)

include three separate sections and include drawings with labels that illustrate:

- dependence upon the land;
- cooperation with others through trade and agreements; and
- cooperation within the tribe through customs and laws.

Part C:

Write explanatory paragraphs, as captions, detailing the diagrams of the exhibits that might be chosen to display at the powwow and provide reasons why those aspects should be included. The explanatory paragraph should:

- introduce the region's exhibit;
- include group-related information together to provide clarity to the committee members;
- develop your ideas about why certain aspects should be included in the exhibit with facts, definitions, and details;
- use linking words and phrases to connect ideas within the categories of information displayed in your diagram;
- use precise language to inform the committee members about the exhibit; and
- provide a conclusion.

Remember to use the regional anchor charts, the Essential Question chart, and your Student Packet to guide your thinking for your letter, diagrams, and captions.

Differentiation for ALL Students: Instruction that is impactful for learners demonstrates that students' lived experiences and cultural background are important to advancing concept and content knowledge.

UNIT CONTENT GOALS

This Unit Starter was created with several levels of conceptual understanding in mind. Each conceptual level serves an instructional purpose, ranging from a universal concept that bridges disciplinary boundaries to concrete disciplinary understandings that focus instruction around specific schema. The diagram below shows the conceptual levels and questions that were considered during the development of all of the Unit Starters. The diagram on the following page outlines the specific concepts and questions for this Third Grade Unit Starter.

Universal Concept: A concept that bridges all disciplinary and grade-level boundaries (i.e., super-superordinate concept). This concept provides students with an organizational framework for connecting knowledge across disciplines into a coherent view of the world. (Example: Interdependence)



Unit Concept: The application of the crosscutting concept to one or more disciplines (i.e., superordinate concept). This concept provides students with an organizational framework for connecting knowledge within the disciplines into a coherent view of the world and provides educators with a focus for unit planning. (Example: Interdependence of living things)



Enduring Understandings: The ideas we want students to understand, not just recall, from deep exploration of our unit concept. The enduring understandings reflect the abstract, easily misunderstood, "big" ideas of the discipline. They answer questions like "Why?" "So what?" and "How does this apply beyond the classroom?" to support deep levels of thinking. (Example: People, plants, and animals depend on each other to survive.)

Essential Questions: Open-ended questions that guide students' exploration of the enduring understandings or "big" ideas of the discipline. These questions spark genuine and relevant inquiry and provoke deep thought and lively discussion that will lead students to new understandings. (Example: Why do humans need to preserve trees?)



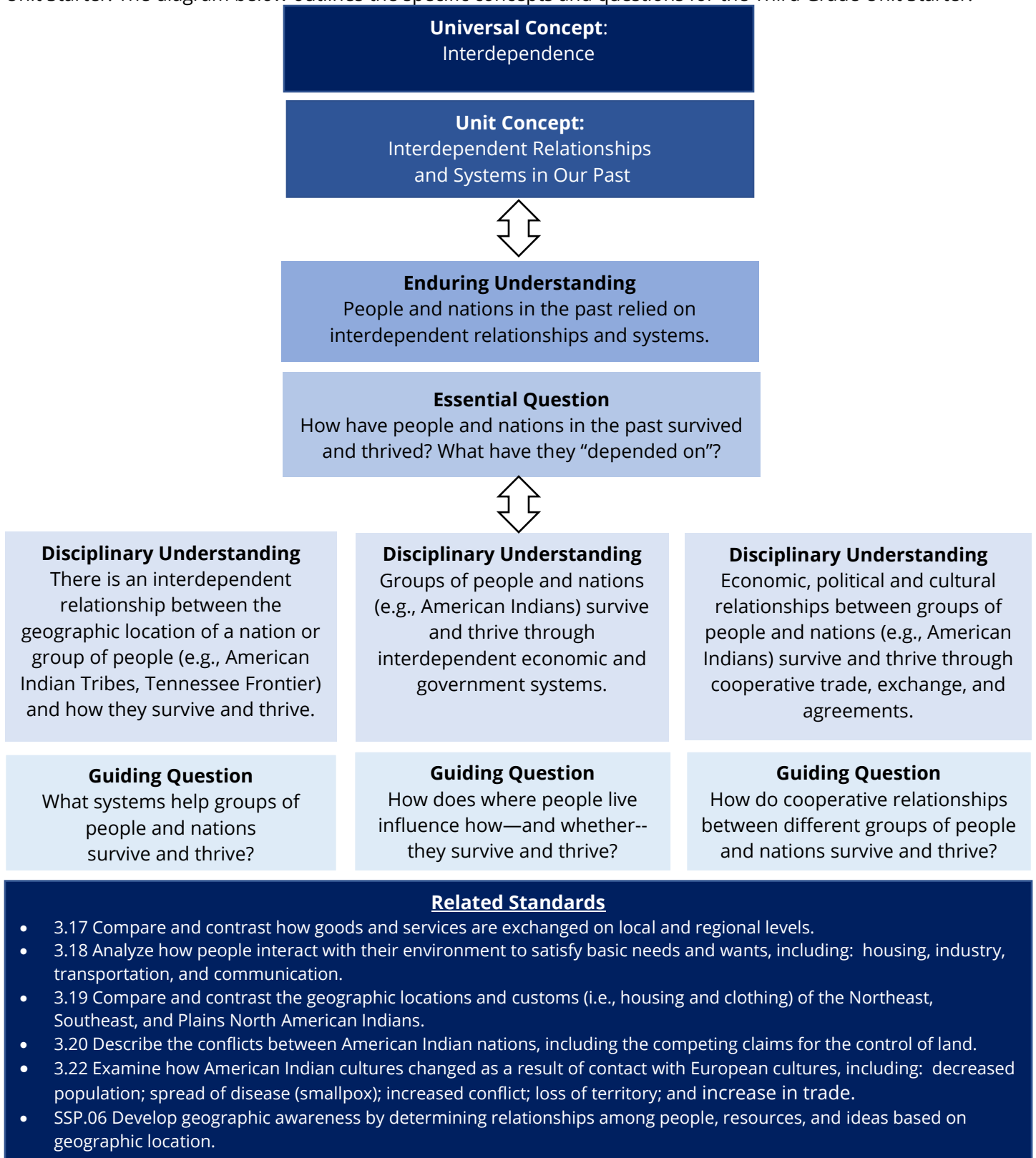
Disciplinary Understandings: The specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these key ideas is critical to investigation and understanding of the more abstract and transferable ideas outlined in the enduring understandings. (Example: The structure of plants and the function of each part)

Guiding Questions: Open-ended questions that guide students' exploration of the disciplinary understandings in the unit and refer specifically to the domain (e.g., ecosystems). These questions prompt ways of thinking and perceiving that are the province of the expert. (Example: Why are roots important to plants?)

UNIT CONTENT GOALS

Differentiation for Specific Needs: All students, regardless of English language proficiency, pronunciation difficulties, or reading difficulties, are held to the same rigorous grade-level standards. Differentiation supports a path toward grade level expectations through the intentional proactive adjustments that teachers make.

The diagram below shows the conceptual levels and questions that were considered during the development of this Unit Starter. The diagram below outlines the specific concepts and questions for the Third Grade Unit Starter.



UNIT STANDARDS

The questions and tasks outlined in this Unit Starter are connected to the following Tennessee English Language Arts and Social Studies Standards. As you will see later in the Unit Starter, the question sequences and tasks for each text integrate multiple literacy standards to support students in accessing the rich content contained in the texts.

ALIGNED STANDARDS: INFORMATIONAL TEXT

- 3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
- 3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.
- 3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently.
- 3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text.
- 3.RI.IKI.8 Explain how reasons support specific points an author makes in a text.
- 3.RI.IKI.9 Compare and contrast the most important point and key details presented in two texts on the same topic.
- 3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

ALIGNED STANDARDS: LITERATURE

- 3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
- 3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- 3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
- 3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).
- 3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.
- 3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.
- 3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words.

3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.

ALIGNED STANDARDS: WRITING

3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text. b. Develop an opinion with reasons that support the opinion. c. Create an organizational structure that lists supporting reasons. d. Provide a concluding statement or section. e. Use linking words and phrases to connect opinion and reasons. f. Apply language standards addressed in the Foundational Literacy Standards.

3.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. a. Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally. b. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. e. Apply language standards addressed in the Foundational Literacy standards.

3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information. a. Introduce a topic. b. Group related information together, including illustrations when needed to provide clarity to the reader. c. Develop the topic with facts, definitions, and details. d. Provide a conclusion. e. Use linking words and phrases to connect ideas within categories of information. f. Use precise language to inform about or explain the topic. g. Apply language standards addressed in the Foundational Literacy standard.

3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)

3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1– 3 up to and including grade 3.)

3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.

3.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

ALIGNED STANDARDS: SPEAKING & LISTENING

3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

3.SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.

3.SL.CC.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

3.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

3.SL.PKI.5 Add audio or visual elements when appropriate to emphasize or enhance certain facts or details.

3.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONNECTED STANDARDS: SOCIAL STUDIES

3.17 Compare and contrast how goods and services are exchanged on local and regional levels.

3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.

3.19 Compare and contrast the geographic locations and customs (i.e. housing and clothing) of the Northeast, Southeast, and Plains North American Indians.

3.20 Describe the conflicts between American Indian nations, including the competing claims of control of the land.

3.22 Examine how American Indian cultures changed as a result of contact with European cultures, including: decreased population; spread of disease (smallpox); increased conflict; loss of territory; and increase in trade.

SSP.06 Develop geographic awareness by determining relationships among people, resources, and ideas based on geographic location.

Differentiation for ALL Students: Students' knowledge and vocabulary development and text comprehension are greatly enhanced when they engage with texts that are appropriately complex. Students also need multiple opportunities to engage with texts that represent and link to their prior knowledge, family, communities, cultural experiences, and interests. In addition, text comprehension can be supported for students utilizing real life objects, visuals, models, and collaboration with partners or small groups.

TEXTS FOR INTERACTIVE READ ALOUD & SHARED READING

These texts have been selected to provide regular opportunities for students to engage with rich academic language and to build the disciplinary and enduring understandings for the unit. They have been vetted for quality and complexity to support strong interactive read aloud and shared reading experiences.

The texts selected for interactive read aloud are intended to build students' comprehension of vocabulary, rich characters, engaging plots, and deep concepts and ideas across a variety of genres. These texts will typically be 1-3 grade levels above what students can read on their own.

The texts selected for shared reading are intended to provide opportunities for students to practice newly acquired foundational skills, develop reading fluency, and build knowledge across a variety of genres. Shared reading texts should be appropriately complex text so that students can read with teacher guidance and support. Teachers will need to take the grade level and time of year into account when deciding if the shared reading texts are appropriate for their students. Teachers will also need to consider students' current abilities and the pace at which students need to grow to meet or exceed grade-level expectations by the end of the year. If the shared reading texts included in the Unit Starter are not appropriate for the specific group of students and time of year, educators are encouraged to make an informed decision about selecting a different text for shared reading. The shared reading texts in this Unit Starter are appropriate for instruction closer to the end of the academic school year. Later in the Unit Starter, you will see an example of different texts that may be more appropriate for different times of the year.

While preparing for instruction, educators are urged to carefully consider the needs and interests of the readers, including how to foster and sustain new interests, and to be strategic about the types of tasks that will support readers in deeply engaging with these rich texts. Teachers should also consider how they will make connections to students' prior knowledge and students' cultural and previous academic experiences. Teachers need to consider the vocabulary demands of the text and the level of support readers will need to deeply understand the text.

TITLE	AUTHOR
<i>Preserving Their Heritage</i> (also available at https://www.getepic.com)	Tammy Gagne
<i>Thirteen Moons on Turtle's Back</i>	Joseph Bruchac
<i>The Girl Who Helped Thunder and Other Native American Folktales</i>	James and Joseph Bruchac
<i>Hunting with Native Americans</i>	Rob Staeger
<i>The Real Story About Government and Politics in Colonial America</i>	Kristine Carlson Asslein
<i>If You Lived With the Iroquois</i>	Ellen Levine
<i>Hiawatha and the Peacemaker</i>	Robbie Robertson
<i>Life in a Longhouse Village</i>	Bobbie Kalman
<i>Nations of the Southeast</i>	Bobbie Kalman
<i>Cherokee History and Culture</i>	Helen Dwyer and D.L. Birchfield

<i>Native Peoples of the Plains: North American Indian Nations (also available at https://www.getepic.com)</i>	Linda Lowery
<i>A River Ran Wild (also available on archive.org)</i>	Lynne Cherry
<i>Brother Eagle, Sister Sky (also available on archive.org)</i>	Susan Jeffers

SUGGESTED RESOURCES FOR SMALL GROUP & INDEPENDENT READING

These resources can be used to support a volume of reading on the unit concepts. These materials may be used during small group instruction and/or independent reading and writing activities to support knowledge building for students and to meet students' diverse learning needs.

TITLE (TEXTS, VIDEOS & ELECTRONIC RESOURCES)	AUTHOR
<i>Crazy Horse's Vision (also available at https://www.getepic.com)</i>	Joseph Bruchac
<i>DK Eyewitness Books: North American Indian</i>	David Murdoch
<i>First Fire: A Cherokee Folktale (also available at https://www.getepic.com)</i>	Nancy Kelly Allen
<i>Hiawatha and the Great Peace</i>	Virginia Schomp
<i>If You Lived with the Cherokee</i>	Peter Roop
<i>If you Lived with the Sioux Indians</i>	Ann McGovern
<i>The Legend of the Bluebonnet</i>	Tomie dePaola
<i>The Legend of the Indian Paintbrush</i>	Tomie dePaola
<i>The Star People: A Lakota Story</i>	S.D. Nelson
<i>This Land is My Land</i>	George Littlechild
<i>Who Were the First North Americans? (Usborne Starting Point History)</i>	Struan Reid
<i>Cultures Collide: Native Americans and Europeans 1492-1700</i>	Ann Rossi
<i>The People Shall Continue (also available on archive.org)</i>	Simon J. Ortiz and Sharol Graves
<i>Giving Thanks: A Native American Good Morning Message</i>	Chief Jake Swamp and Erwin Printup
Video narration of <i>Giving Thanks: A Native American Good Morning Message</i>	Presented by Scholastic and Weston Woods

https://www.youtube.com/watch?reload=9&v=PE2YHTSQVgY	Narrated by Chief Jake Swamp
<i>When the Shadbush Blooms</i>	Carla Messinger and Susan Katz
The Nashua River Watershed Association Historical Highlights (photographs and timeline)	https://www.nashuariverwatershed.org/who-we-are/mission-and-history/timeline.html

UNIT VOCABULARY

The following list contains vocabulary words from the interactive read aloud and shared reading texts that warrant instructional time and attention. Teachers should attend to these words **as they are encountered in the texts** to build students' vocabulary and to deepen their understanding of the unit concepts. Educators are encouraged to identify vocabulary that might be unfamiliar to students and to determine how they will teach those words (implicit, embedded, or explicit instruction) based on knowledge of their students. See Appendix C for an example routine for explicit vocabulary instruction.

Educators are also encouraged to dedicate a space in their classrooms to record unit vocabulary. This will provide a reference point for the students as they read, write, and talk about the unit topics. Through repeated attention to these words over the course of the unit, students will develop their understanding of these words and will begin to use them in speaking and writing activities.

Day 1	Day 2	Day 3	Day 4	Day 5
Europeans preserve powwow heritage native ethnicities elders culture settlers communal generations balance resources distinctive fertile base	selfish mortar grind empty-handed sparks cooperation shaman	establish sachem confederacy civilian presided unanimous	consumed offering bewildered summoned stuttered comprehend soothe passage governed revenge righteousness	clan lodge provinces culture corridor league territory shallow cooperated pelts pestle
Day 6	Day 7	Day 8	Day 9	Day 10
cliffs orphan seines spawn lure fasted rituals	alliances highlands palisades fertile climate	councils matrilineal merits classes commoners inherited abundant	plots consensus stockade harmony vital counterclockwise sacred	prominent game snares bolas sinew muskets sacrifice
Day 11	Day 12	Day 13	Day 14	
vast nomadic arid encompasses unanimous raided admirable tame efficient migratory	society bands enormous cradleboards preserved disputes lances feud ambush stunt economic adapt harsh	silt philosophy quench wares thatch progress descendant nestled conquer vivid	commanding resounding courses crests murmur destiny	

PRESERVING THEIR HERITAGE- READING 1, QUESTION SEQUENCE 1, DAILY TASK 1

TEXT		Differentiation for ALL Students: Students' knowledge development, vocabulary development, and text comprehension are greatly enhanced when they engage with texts that are appropriately complex.
Text: <i>Preserving Their Heritage</i>		
Question Sequence: First Read		
Instructional Strategy: Interactive Read Aloud		
TEXT COMPLEXITY ANALYSIS		Differentiation for Specific Needs: Students with reading difficulties (particularly those with characteristics of dyslexia) and English learners need opportunities to interact with (including listening to) text that is appropriately complex across multiple genres to ensure students' access to unfamiliar vocabulary and new concept knowledge.
QUANTITATIVE COMPLEXITY MEASURES		
1000L-1100L (based on Lexile Analyzer)		
QUALITATIVE COMPLEXITY MEASURES		
TEXT STRUCTURE	LANGUAGE FEATURES	
The text structure is moderately complex. The organization of the text is clear and chronological. The captions give the reader important information about the earliest inhabitants of North America and the photos allow the reader to see the communal aspect of the American Indian culture.	The language features of the text are moderately complex. The vocabulary is mostly familiar but some words may be unfamiliar and subject-specific such as communal, heritage, ethnicities, and Navajo. The sentence structure is a combination of simple, compound, and complex.	
MEANING/PURPOSE	KNOWLEDGE DEMANDS	
The purpose of the text is moderately complex. The purpose is implied, but easy to identify based upon the context. The author is writing to explain the culture and traditions of the earliest inhabitants of North America.	The knowledge demands are moderately complex. The text contains some discipline-specific content knowledge. Some background knowledge of early European explorers to the Americas such as Christopher Columbus will support the reader's comprehension.	

Differentiation for ALL Students: Students should be provided multiple opportunities to demonstrate and extend their learning with frequent opportunities to question, speak, and write about text concepts and supporting ideas making connections across disciplines.

LESSON OBJECTIVE(S) FOR THIS READING

Students will learn that, despite differences among tribes, storytelling and celebrations remain a respected part of the American Indian culture. Storytelling and celebrations are ways American Indians teach each other about traditions, entertain others, or explain how things happened. To achieve this understanding, students will:

- compare and contrast ways in which various tribes celebrated their crops and respected animals; and
- determine some important ways that storytelling enriched the lives of American Indians through the main ideas and details of the texts.

Differentiation for ALL Students: Teaching related vocabulary words by bridging from a known word to an unknown word impacts the use and understanding of those targeted words. For example, teaching “transportation” as a noun may be known to students. Then, it might be linked to “transport” as a verb and “portable” as an adjective.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- Europeans (embedded)
- preserve (explicit)
- powwow (explicit)
- heritage (embedded) native (explicit)
- ethnicities (embedded) elders (embedded)
- culture (explicit)
- settlers (embedded)
- communal (embedded)
- generations (embedded)

Differentiation for ALL Students: Teachers should create standards-aligned daily tasks that foster each student’s development of knowledge and skills within and across texts until they are able to fully demonstrate their learning through a more comprehensive end-of-unit task. Students can also be challenged to express understandings beyond the requirements of the task.

DAILY TASK


The daily task will be completed after reading *The Girl Who Helped Thunder* “How Stories Came to Be”.


Differentiation for Specific Needs: Students with reading difficulties and English learners may require extended think time and varying levels of support.


POSSIBLE STUDENT RESPONSE

See the daily task and possible student response for *The Girl Who Helped Thunder* “How Stories Came to Be”.

Differentiation for ALL Students: Students should be provided multiple opportunities to demonstrate and extend their learning with frequent opportunities to question, speak, and write about text concepts and supporting ideas making connections across disciplines.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read pages 4-7 of Chapter 1 "Words to Be Remembered" as a read aloud experience to introduce the unit. Stop reading after the completion of the last full paragraph on page 7.</i></p> <p><i>Teacher's Script: "In this unit, we will be studying the American Indians' ways of life before Europeans came to America. The Europeans were people who were beginning to leave Europe to start new colonies in the Americas in the early 1600's. Throughout this unit, we will be focusing on these essential questions: How have people and nations in the past survived and thrived? What have they 'depended' on? In our selected texts, you will learn about several American Indian tribes from three major regions of North America: the Northeast, the Southeast, and the Great Plains. In some of our texts, American Indians will also be referred to as Native Americans."</i></p> <p>What do you remember from previous learning about American Indians?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>Student answers may vary. Listen for possible misconceptions students may have that can be addressed throughout the unit.</p>
Page 4	<p>What does the powwow mean to many American Indians?</p> <p>What do people who attend powwows hope to learn?</p> <p>How do American Indians view guests of the powwow? Why?</p>	<p>The powwow is a very important celebration to many American Indians that allows them the opportunity to celebrate their beliefs and things that are special to them.</p> <p>Americans Indians attend powwows to celebrate their heritage. Others come to learn about the American Indians' way of life.</p> <p>American Indians are welcoming of all guests at powwows. They do this because it is a tradition taught to them</p>

		by their ancestors. It is also a way for guests to learn about the Native Americans, their heritage, and their way of life.
Page 5	What do the photo and caption on page 5 help you understand about American Indians?	The photo and caption on page 5 help me understand that American Indians are proud of their way of life and the oral stories that have been passed down through many generations. I also think that being together is important to them. They compete as a group in drum contests and play a communal drum.
Page 6	Why is it important to remember that American Indians were first to settle in North America?	Remembering that American Indians were the oldest known inhabitants of North America helps us to have a greater respect for their cultures and have a deeper understanding of how they felt when settlers from Europe came to live here.
Page 7	<p>How were the American Indians' ways of telling about their history different from our own today?</p> <p>Based on what we've read, how would you summarize the impact of the oral tradition of storytelling on the American Indian cultures?</p> <p>According to the author, what impact did European settlers have on these oral traditions?</p>	<p>Recent history is collected through writing and documented through video recordings. In the past, American Indians relied on oral storytelling to teach their history to younger members of the tribes. Long ago, some tribes had no written language.</p> <p>Oral storytelling was and continues to be a much respected part of American Indian cultures. However, much of their history has been lost because it was dependent upon future generations to continue their oral traditions.</p> <p>Europeans settlers brought diseases with them that the native people had no immunity for. These diseases took the lives of many American Indians, even entire tribes. So, the history of those people and tribes are lost forever.</p>
After Reading	<p>In your opinion, do you feel oral storytelling is as important to us today? Why or why not?</p> 	Answers may vary. I think that storytelling isn't as important to us today because we have a written language so that we can communicate our stories through books. We also use other

	<p>What can we learn now from studying the stories of American Indian cultures of the past?</p> 	<p>media like television and movies to share traditions and entertain others.</p> <p>A differing student view could be: Stories are important to me. My grandfather tells us stories that help me understand our family traditions.</p> <p>By studying the stories of American Indians long ago, we can learn about their cultures. We can learn how their beliefs, traditions, and histories were similar and different. Their stories can teach us about respect for each other and people who are different from us.</p>
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THIRTEEN MOONS ON TURTLE'S BACK "MOON OF WILD RICE" – READING 1, QUESTION SEQUENCE 1, DAILY TASK 1

TEXT	Differentiation for Specific Needs: After selecting each text, teachers must consider the underlying cultural understandings and vocabulary required for comprehending the text and plan connections to prior knowledge.
Text: <i>Thirteen Moons on Turtle's Back</i> (Introduction, "Moon of Wild Rice", and "A note about this book")	
Question Sequence: First Read	
Instructional Strategy: Interactive Read Aloud	

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
840L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
<p>The text structure is slightly complex. The text is divided into sections, and each section is comprised of a poem from a different American Indian tribe. This poem, <i>Moon of Wild Rice</i>, explains how the Menominee received the gift of wild rice. The illustrations directly support and assist in understanding the text.</p>	<p>The language features are very complex. Since each section of the text is a poem, which includes stanzas, students will need to be familiar with how to read poetry. Some of the sentences are eight lines long and include some complex sentences, and abstract language, such as "Bear came out of the ground and became a man".</p>
MEANING/PURPOSE	KNOWLEDGE DEMANDS
<p>The text is moderately complex and typically has more than one level of meaning. The reader may need some support in understanding the moral or lesson from each poem. This poem explains the origin of Thunder People and the People of the Bear, as well as, the importance of sharing resources and living together in peace.</p>	<p>The knowledge demands are moderately complex. Students will need to be familiar with the cultural elements of the American Indians' way of life, including their thoughts about the origin of man and the Creator, in order to understand the poems.</p>

LESSON OBJECTIVE(S) FOR THIS READING

Students will learn that American Indian stories were passed down through generations and often conveyed important information for the children within their villages. To achieve this understanding, students will:

- determine the importance of natural resources and interdependence of tribes through the main idea and details of the text; and
- summarize the lesson that Sozap might have learned from hearing these words from his grandfather.

VOCABULARY WORDS

Differentiation for Specific Needs: Since vocabulary knowledge impacts text comprehension, students displaying characteristics of dyslexia, who may have restricted vocabulary development, need to access texts at their comprehension level, often through listening. Listening comprehension supports vocabulary development, even when decoding is far more difficult.

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis. cycles (embedded)

- balance (embedded)
- resources (explicit)

DAILY TASK

Differentiation for Specific Needs: For students demonstrating characteristics of dyslexia, attention is given to the various ways that students can demonstrate mastery of required standards, such as verbally giving information or using a word processor for written tasks. With the reciprocal nature of reading and writing, students, especially those with characteristics of dyslexia, also need opportunities to apply foundational literacy skills when decoding and encoding connected text.

The daily task will be completed after reading *The Girl Who Helped Thunder* "How Stories Came to Be".


POSSIBLE STUDENT RESPONSE

See the daily task and possible student response for *The Girl Who Helped Thunder* "How Stories Came to Be".

Differentiation for Specific Needs: English learners, in particular, need to think and respond to text through speaking and writing. Oral and written English proficiency is critical to English language acquisition. Text discussions for English learners should incrementally move students from informal conversations with less demands on use of newly acquired knowledge to those that require strong academic language skills that are cognitively demanding.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read aloud the introduction to Thirteen Moons on Turtle's Back on page 1, the eighth moon poem entitled "Moon of Wild Rice" on page 17, and "A note about this book" on page 29.</i></p> <p><i>Teacher's Script: "Now, let's begin to explore this rich tradition of American Indian storytelling so that we can learn more about their ways of</i></p>	

	<i>life."</i>	
Introduction	<p>What is Grandfather doing as Sozap looks on?</p> <p>What compliment does Grandfather give him?</p>	<p>He is carving a turtle from a spruce log.</p> <p>Grandfather tells him that he is good at watching things.</p>
Introduction	How did Grandfather learn the stories of the moons?	He learned them from his own grandfather.
Introduction	<p>What do you think Grandfather meant when he said, "Someday, Grandson, if your memory is as sharp as your eyes, you will be able to tell them to your grandchildren."</p> <p>Based on our previous text, why is this important to Sozap's grandfather?</p>	<p>If Sozap is as good at listening as he is watching his Grandfather, he will also be able to share the stories of the moon with his own grandchildren.</p> <p>Storytelling is an important part of many American Indian tribes' way of life. Without storytelling, history and traditions could be lost over time.</p>
Page 17	Sometimes stories explain how things were created. How does "Moon of Wild Rice" tell how people were created?	A bear came from the ground and turned into a man. The lonely man called for the eagle, who made thunder and lightning, to come down to Earth to be his brother.
Page 17	What gifts did the Creator give to each of the people groups?	The Creator put the Thunder People in charge of water, fire, and corn. The Bear People were given the gift of wild rice.
Page 17	<p>The text we read first explained that American Indians traded with each other and learned from each other. What examples of interdependence do we see in this poem?</p> <p>What might have been different if they hadn't had a willingness to share and trade with one another?</p>	<p>The Thunder People traded their water, fire and corn for the wild rice from the Bear People. During the eighth moon, these two families would live together and enjoy the harvest of wild rice. The Bear People needed the water and corn and fire to live, and the water helped the rice to grow. The Thunder People needed the rice for food. They were dependent on each other for these resources.</p> <p>The Bear People could not have lived without water. The Thunder People would not have had wild rice. Because they shared with each other, they were able to have more food sources which would be important to their survival.</p>

After Reading	<p>Why do you think this moon story was important to pass down from generation to generation?</p>  (This is an opportunity for a collaborative talk structure.)	<p>This poem would have helped the Abenaki children understand more about creation and value the resources given from the earth. They would also learn about interdependence among families and other tribes.</p>
After Reading	<p>How do the author and illustrator emphasize the importance of nature through this text and its illustrations?</p>	<p>The author of the poem makes references to animals such as the turtle, bear, and eagle. Other natural things like thunder, water, and crops are included in the text. The illustrations include life-like illustrations of nature.</p>
After reading "A note about this book"	<p>Why do you think the American Indians watched the changes going on with each season, as well as, changes in the sky?</p> <p>What do the authors of these poems want us to know about American Indians?</p> <p>What do you think these authors want us to learn from American Indians?</p>	<p>The American Indians depended upon the natural world so much that noticing changes that might affect them would help them prepare and survive. The cycles of the moon signaled to the American Indians that seasons were changing.</p> <p>American Indians see how everything is connected. Trying to live in balance with nature is so important.</p> <p>We should see the beauty in our world, too! All people should teach their children and grandchildren to listen to and respect our world.</p>

THE GIRL WHO HELPED THUNDER “HOW STORIES CAME TO BE”- READING 1, QUESTION SEQUENCE 1, DAILY TASK 1

TEXT	Differentiation for Specific Needs: After selecting each text, teachers must consider the underlying cultural understandings and vocabulary required for comprehending the text and plan connections to prior knowledge.
<p>Text: <i>The Girl Who Helped Thunder</i> “Northeast Introduction” and “How Stories Came to Be”</p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Shared Reading</p>	

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
820L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
<p>The text structure is slightly complex. The text is organized in a clear, chronological, and easy to predict manner which details an orphan boy who learns to plant corn. Dialogue between the villagers and the orphan boy is evident in the text.</p>	<p>The language features are moderately complex. The conventions are largely explicit and easy to understand with occasional references to more complex meaning. The vocabulary is mostly familiar. However, some references to gardening vocabulary and the Choctaw word for corn are evident. A variety of sentence structures are present including simple, compound, and some complex constructions.</p>
MEANING/PURPOSE	KNOWLEDGE DEMANDS
<p>The meaning of the text is very complex. This folktale celebrates the gift of corn to the American Indian people, but as the story progresses a positive message about originality is exposed.</p>	<p>The knowledge demands of the text is moderately complex. Both the ideas of gardening and being different will be familiar to most readers. The readers are also exposed to the custom of Choctaw males being expected to be hunters in their culture.</p>

LEARNING OBJECTIVE(S) FOR THIS READING

Students will understand the importance of storytelling to the American Indians as a way to entertain and to teach important lessons such as listening to the earth.

To achieve this understanding, students will:

- answer questions using key details from the folktale, such as reasons for listening to the earth;
- determine and explain the central message of the folktale about the importance of storytelling through details in the text; and
- compare the theme of the previous poem and this folktale co-authored by Joseph Bruchac.

VOCABULARY WORDS

Differentiation for Specific Needs: Since vocabulary knowledge impacts text comprehension, students displaying characteristics of dyslexia, who may have restricted vocabulary development, need to access texts at their comprehension level, often through listening. Listening comprehension supports vocabulary development, even when decoding is far more difficult.

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- distinctive (embedded)
- fertile (embedded)base (implicit)
- base (implicit)

DAILY TASK

Differentiation for Specific Needs: Students with reading difficulties and English learners may require extended think time and varying levels of support.

What would Sozap and Gaqka want you to know about the importance of stories to their tribes? Working with a partner, create a two-voice poem to share the perspective of each boy and include how storytelling impacted their ways of life in similar ways. A graphic organizer is included in your student packet to help you and your partner gather your thoughts. A template for your two-voice poem is also included.

After you have written your poem, rehearse the reading of your poem with your partner. One of you will be reading Sozap's perspective, while the other partner will read the perspective of Gaqka. You will join together in unison to read the lines of the poem that share a similar perspective.

Remember that your poem should:

- be clear and coherent;
- follow the format of a two-voice poem;
- capture the perspectives of both characters; and
- be shared fluently with two voices for your classmates.

Differentiation for ALL Students: Teachers should create standards-aligned daily tasks that foster each student's development of knowledge and skills within and across texts until they are able to fully demonstrate their learning through a more comprehensive end-of-unit task. Students can also be challenged to express understandings beyond the requirements of the task.

POSSIBLE STUDENT RESPONSE



Brainstorming Graphic Organizer

Person 1: Sozap	Both	Person 2: Gaqka
Abenaki tribe	little boys from the Northeastern part of the continent	Seneca tribe
part of a family	received stories that helped their people	orphan, ignored
stories came from his grandfather about the moon	learned to listen	stories came from the earth
the turtle's back helped his tribe keep track of the cycles of the moon		received gifts for his stories

Poem Template

Person 1: Sozap		Person 2: Gaqka
I am from the Abenaki tribe.		I am from the Seneca tribe.
	We are both American Indians from the Northeastern part of the continent.	
I am part of a family and spent time watching my grandfather.		I am an orphan who was often ignored.
	We were given the gift of stories and learned to listen.	
My stories about the moon came from my grandfather.		My stories came from the earth.
	Stories helped our people.	
Our stories helped us keep track of the seasons and helped us thrive.		Our stories entertained us through the long winters and helped us thrive.
	Our stories connect us to the earth and one another. De Neho.	

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read the introduction to the Northeast section of the text on page 7 and the italicized section of "How Stories Came to Be" on page 8 as a read aloud. Then, read the remainder of page 8 through page 11 as a shared reading experience.</i></p> <p><i>Teacher's Script: "Now, let's read more about how listening to the earth was valued by the American Indians. This folktale, "How Stories Came to Be" originates from the Seneca tribe. A folktale for the Senecas was a traditional story passed down within a cultural group through word of mouth. We will read several folktales throughout our unit. "</i></p>	
Page 7	<p>What was life like in the Northeast for the two major cultural groups there?</p> <p>How are these two groups different?</p> <p>What role did traditional stories play in the lives of both cultural groups?</p> <p><i>Teacher's Note: Students may want to refer to a map of North America to identify the Great Lakes to the Atlantic Ocean and the southern woodlands of eastern Canada south to the northern Appalachian Mountains. Sticky notes might be added on the map to represent the important resources of corn, beans, squash, or deer.</i></p> <p><i>Teacher's Script: "We will be learning more specifically about the five Iroquois nations in upcoming lessons."</i></p>	<p>Both the Iroquois and Algonquin people needed the land for growing things and hunting.</p> <p>The Iroquoians built large homes and only moved if it became difficult to grow crops or it was hard to find deer to hunt. The Algonquins moved with the seasons and relied on seasonal resources more than farming.</p> <p>Like most American Indians, their traditional stories were a source of entertainment and a way to teach important lessons to the people.</p>
Page 8	<p>What was life like for the Seneca people before they had stories?</p>	<p>Sighs and silence were all that was heard because they were bored during the long winter nights. They wished they</p>

		had something interesting to do.
Page 8	How would you describe Gaqka?	He was dirty. Since he was an orphan, he had no one to take care of him and his clothes. I think he was probably lonely, too. The text said he was usually ignored.
Page 8	How do you think Gaqka survived?	Gaqka must have been a good hunter and killed his own food. The text says he had his own bow and arrows. I can see that the illustration on the next page shows that he has killed two birds.
Page 9	<p>What did the stone face expect in return for telling a story?</p> <p>Why do you think the great stone face was so insistent on Gaqka listening to his story?</p>  (This is an opportunity for a collaborative talk structure.)	<p>The stone face expected to share with Gaqka. The earth provided gifts to Gaqka, and he was expected to share a gift in return.</p> <p>Answers may vary: The great stone may have wanted Gaqka to learn to be respectful to the earth. The great stone may have also wanted Gaqka to listen well so that he could share the stories with his tribe.</p>
Page 10	<p>How did the people react to Gaqka when he asked them if he could tell a story?</p> <p>What caused their attitudes to change?</p>	<p>The people didn't even think he deserved to speak!</p> <p>The clan mother showed authority by telling the others to listen. She was interested in hearing something that might keep her from being bored.</p>
Page 10	What did Gaqka expect in return for telling his people a story? Why?	Just like the great stone, Gaqka also asked for a gift before telling a story. Maybe he also wanted to teach his people about the importance of sharing with one another and showing appreciation to all. The people continued to give Gaqka gifts in return for more stories. Gaqka also shared his gifts with the great stone.
Page 10	<p>How was Gaqka influenced by storytelling?</p> <p>How might the villagers have been influenced by Gaqka and his stories?</p> 	<p>He became important in his village. He grew into a tall, well-dressed, good-looking man. The people even gave him a new name.</p> <p>Answers may vary: Gaqka gave his people something to be excited about. They were no longer bored. They</p>

		appreciated Gaqka now, instead of ignoring him.
Page 11	As Hage-ota, the storyteller, visits the great stone one final time, he is called "grandson". What does this say about their relationship?	Gaqka, or Hage-ota, and the great stone became like family. The stories they shared connected them. Once Gaqka was an orphan, but the earth cared for him. In return, Gaqka showed respect and listened to the earth.
After Reading	<p>Why do you think this story has been shared among the Seneca people for so many years?</p> <p>What can we learn from the story?</p> <p>What are you adding to your learning about American Indians so far?</p> <p>As we consider the works of Joseph Bruchac and the co-writers of two of the texts we have read so far in this unit, what beliefs about interdependence are conveyed through <i>Thirteens Moons on Turtle's Back</i> and <i>The Girl Who Helped Thunder</i>?</p>	<p>The Seneca people thought that showing respect for the earth and listening to it is very important.</p> <p>We can learn to show more respect to the earth. We can also remember that everyone has a story and deserves to be heard.</p> <p>Storytelling was important to early American Indians. It gave them entertainment and also helped them connect to one another with common understandings about important things like respect and listening.</p> <p>Mr. Bruchac wants us to see how American Indians depended on the natural world to survive. This is evidenced in both texts. He also shows us the important ideas of listening and respect through the poems and folktales he has chosen for his books. Without the earth's resources, the American Indians couldn't survive. In exchange for those resources, the American Indians offered thanksgiving and praise as a show of respect.</p>

THE GIRL WHO HELPED THUNDER “WHY OWL LIVES AWAY FROM THE PEOPLE”– READING 1, QUESTION SEQUENCE 2, DAILY TASK 2

TEXT

Text: *The Girl Who Helped Thunder “Why Owl Lives Away from the People”*

Question Sequence: First Read

Instructional Strategy: Shared Read

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

820L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is slightly complex. The organization of the text is clear and chronological. The graphic supports the text but is not necessary in understanding the meaning of the text. The author is writing to explain the culture and interdependence of the American Indians.

LANGUAGE FEATURES

The language features of the text are moderately complex. The vocabulary is mostly familiar but some words may be unfamiliar such as mortar and selfish. The sentence structure is a combination of simple and compound.

MEANING/PURPOSE

The meaning of the text is slightly complex. The purpose of the text is stated in the introductory paragraph. The story highlights the importance of sharing within the American Indian culture and teaches the consequences of selfishness.

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. Some background knowledge of the American Indians way of life will be helpful to support the reader’s comprehension.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand why the American Indians placed an importance on sharing and teamwork as a means of survival of the family, and how selfishness could lead to starvation and shame.

To achieve this understanding, students will:

- read and comprehend a complex literary text independently and proficiently;
- answer questions using key details about sharing and teamwork from the text; and
- analyze the folktale to determine its central message of selfishness and its consequences through the main idea and details of the text.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- selfish (explicit)
- mortar (embedded)
- grind (embedded)
- empty-handed (embedded)
- sparks (embedded)


DAILY TASK


The daily task will be completed after reading Chapter 1 of *Hunting with the Native Americans*.

POSSIBLE STUDENT RESPONSE

See the daily task and possible student response for Chapter 1 of *Hunting with the Native Americans*.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read pages 66-68, "Why Owl Lives Away from The People", to build an understanding of the importance of interdependence in the American Indian way of life.</i></p> <p><i>Teacher's Script: "In the American Indian way of life, each member of the tribe had an important role in helping the tribe survive and thrive. Let's read the story, "Why Owl Lives Away from The People", to see how the American Indians taught their children about the importance of sharing and the dangers of selfishness.</i></p>	

Page 66	<p>What do we learn about the responsibilities of each member of the family from this section?</p> <p>What two words does the author use to describe how Owl's wife is feeling? What has happened so far to cause her to have those feelings?</p>  (This is an opportunity for a collaborative talk structure.)	<p>We learn that it was the husband's responsibility to hunt and fish for food for the family, and it was the wife's responsibility to gather roots, berries, and plants to feed the family. The children spent time outdoors playing.</p> <p>The author tells us Owl's wife is feeling worried and suspicious. She is worried because the kids are getting thinner and thinner because there is not enough food for them to eat, and they are too weak to go out to play. Soon, winter will be coming and resources will be scarce. She is suspicious because her husband was not getting thinner but fatter, and each morning when she woke up she had little burns on her legs.</p>
Pages 66-68	<p>Using details from the text, describe Owl's character and his wife's character.</p> <p>What might have happened if Owl's wife had not tricked Owl?</p>	<p>Owl is selfish. He hunts for food during the day and hides it from his family. At night, when his family is asleep, he cooks the food and eats it by himself. Owl's wife is kind. She hunts for berries and plants in the forest and shares them with her family. When she found the food Owl was hiding, she shared it with her children.</p> <p>If Owl's wife had not pretended to be asleep, she might have never known that Owl was hiding food from the family. The entire family, except for Owl, would have probably starved to death that winter.</p>
Pages 67-68	<p>How did Owl's wife and children feel about him at the end of the story?</p> <p>How did this make Owl feel?</p>	<p>At the end of the story, Owl's children were insulting him because he did not share his food with the family. His wife also insulted him and asked him to leave and not come back.</p> <p>Owl felt ashamed for the way he had treated his family, and he never returned to his people. Sometimes you can hear him say, "Oooh. I am soooo ashamed."</p>

<p>Pages 67-68</p>	<p>What message is the author trying to share in this folktale?</p> <p>Why would the adults in the tribe want to share this folktale with the children?</p> 	<p>The author is trying to teach us the importance of sharing our resources and not being selfish. If we share our resources, we will thrive and cause others to thrive. If we are selfish and do not share, we will end up feeling shame and regret our choices.</p> <p>The adults would want to share this folktale with the children because it teaches the value of sharing their resources in order for the tribe to survive and thrive. It also teaches about the consequences of being selfish.</p>
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HUNTING WITH NATIVE AMERICANS (CHAPTER 1) – READING 1, QUESTION SEQUENCE 1, DAILY TASK 2

TEXT

Text: *Hunting with Native Americans*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

850L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is moderately complex. The organization of the text is evident with chapters for each region of the Americas. The text features such as headings, captions, sidebars, and bolded words enhance the reader's understanding of the text, and the graphics, which include both photographs and authentic artwork, are also supplemental to understanding the text.

LANGUAGE FEATURES

The language features are moderately complex. The text is explicit and easy to understand and includes a mix of simple and complex sentences. Tribal names and some subject specific vocabulary such as corral, shaman, game, seines, and spawn are included in the text.

MEANING/PURPOSE

The text is slightly complex due to content that is clear and narrowly focused. The text details the hunting practices of American Indians based on their region and resources available to them.

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. Students may not be familiar with hunting and aspects of life such as traditions and rituals of American Indians before European colonization and how teamwork was integral in this process.

LESSON OBJECTIVE(S) FOR THIS READING

Students will learn that cooperation with one another through hunting and fishing were critical to the American Indian tribes' survival. To achieve this understanding, students will:

- consider the impact of teamwork in the American Indians' search for food using evidence from the text and the author's specific points; and
- write an opinion piece about why cooperation was essential to their survival.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- cooperation (embedded)
- shaman (explicit)

DAILY TASK

In your opinion, why was it necessary for the American Indians to work together as a team to find food? What would have been a result if such cooperation among family members, tribal members, and animals had not occurred? As you write your opinion paragraph, remember to:

- introduce your topic;
- express your opinion about the topic;
- include vocabulary;
- include supporting reasons;
- use linking words or phrases to connect your ideas; and
- provide a concluding statement or section.

Be prepared to share your opinion with a partner. Helpful conversation stems might include:


- In my opinion, American Indians...
- I disagree with you because...
- Things would have been very different if...
- What questions do you have about my ideas?


As you talk with your partner remember to:

- ask and answer questions with appropriate detail; and
- speak in complete sentences to provide details and clarifications, as needed.

POSSIBLE STUDENT RESPONSE

American Indians often fished and hunted together in order to provide for their families. In my opinion, fishing and hunting with one another made survival possible for the entire tribe. Sharing the work in hunting allowed tribes to catch more food. When deer hunting, a group of hunters might drive a whole herd of deer into a corral that other members of the tribe had built. Also, the women of the tribe would shout to scare the deer. In some regions, women also helped find food by gathering roots, berries, and plants. Men worked together to trap fish using sticks and nets and other men speared the trapped fish, too. This teamwork allowed them to feed their families. If they had not been able to get along to hunt and fish, they would have had to work harder and longer to find animals for food. In addition, if women didn't gather resources, there would have been little to eat when animals were scarce. As you can see, cooperation in these ways made life easier for American Indians.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read aloud Chapter 1 "Teamwork" from Hunting with the Native Americans.</i></p> <p><i>Teacher's Script: "Other important aspects of the American Indian way of life were hunting and fishing. Working together, or teamwork, was also important to successful hunting before European colonization."</i></p>	
Page 9	Why did the author say that often "hunting was a group activity" and "cooperation and teamwork were the most important weapons they had"?	Several members of a tribe were needed to kill a deer. Often one person hunting with arrows wasn't as successful as a whole team or group working together.
Page 9	How was teamwork evident in fishing and deer hunting?	Men worked together to trap fish using sticks and nets and other men speared the trapped fish. This allowed them to catch more fish quickly. They would also use the same idea to trap a herd of deer. The men and women worked as a team to lure the animal into a corral and kill them with spears and arrows. After the hunt, the women would butcher the kill.
Page 10	<p>Compare and contrast how teamwork was also evident in other kinds of hunts in different regions.</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	Animals that were hunted varied greatly, but groups of hunters used similar systems to hunt other animals native to their region, such as buffalo on the Great Plains or caribou in the Arctic. Teamwork was also important to hunting whales on the northern coast of the Pacific Ocean. Without working together, the hunters would never be able to bring a whale back to shore.
Pages 10-11	<p>What do you infer that the author meant when he said, "For a successful hunt, they believed that the animals had to work with the hunters."</p> <p>How did tribes demonstrate respect for this cooperative relationship before and after a hunt?</p>	<p>American Indians believed the earth was to be respected for providing its resources. They also believed that animals willingly sacrificed themselves for the tribe.</p> <p>American Indian dances and offerings were done before a hunt, and the shaman would bless the hunt. Afterwards, the animals were always</p>

		thanked. Some animals were also honored with feasts.
After Reading	<p>How was the role of Owl's wife in "Why Owl Lives Away from the People" different from that of the women described in this text?</p> <p>How has reading Chapter 1 of <i>Hunting with the Native Americans</i> helped us add to our thinking about the importance of teamwork within families and among tribal members that we began reading about in "Why Owl Lives Away from the People"?</p> 	<p>Owl's wife did not accompany Owl on the hunt as other American Indian women sometimes did. She gathered what roots, berries, and plants that she could from the forest.</p> <p>Teamwork was important within the family, but it was also important within the whole tribe. Many American Indian tribes needed to hunt to stay alive. In order to find enough food for everyone, the tribe members had to cooperate and work as a team. Men and women were all involved in finding food. In this text, we also learned that teamwork also included the animals. American Indians believed that animals had to work with the hunters. In return, the animals were always thanked.</p>

THE REAL STORY ABOUT GOVERNMENT AND POLITICS IN COLONIAL AMERICA– READING 1, QUESTION SEQUENCE 1, DAILY TASK 3

TEXT	
<p>Text: <i>The Real Story About Government and Politics in Colonial America</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Shared Reading</p>	
QUANTITATIVE COMPLEXITY MEASURES	
720L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is moderately complex. The organization of the text is evident with four distinct chapters. The text features such as headings, captions, sidebars, and color-coded words enhance the reader's understanding of the text, and the graphics, which include authentic artwork, are also supplemental to understanding the text.	The language features are slightly complex. The text is explicit and easy to understand and includes a mix of simple and complex sentences. Some tribal names and subject specific vocabulary, such as sachem and confederacy, are included in the text.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The text is slightly complex due to content that is clear and narrowly focused. The text details the different forms of government among American Indian tribes as well as contrasts their ruling systems with those of the colonists. For the purpose of this read, students will be introduced to ruling systems of tribes such as the Iroquois, Powhatan, and Wampanoag Indians.	The knowledge demands are moderately complex. Students may find aspects of tribal leadership unfamiliar. They may also be surprised to learn that fighting among certain American Indian villages also existed.

LESSON OBJECTIVE(S) FOR THIS READING

Students will learn how governments were formed within the different tribes and how interdependence within the tribes' government systems helped them thrive and survive. To achieve this understanding, students will:

- compare different forms of government between the tribes through the main idea and details of the text;
- identify similar needs of the tribes necessary for survival; and
- understand how the Iroquoian confederacy created a peaceful interdependence between the tribes by using evidence from the text.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- establish (explicit)
- sachem (embedded)
- confederacy (explicit)



DAILY TASK

The daily task will be completed after the reading of *If You Lived With the Iroquois*.

POSSIBLE STUDENT RESPONSE

See the daily task and possible student response for *If You Lived With the Iroquois*.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read Chapter 1 "Rule in American Indian Societies" (pages 6-9). As texts about American Indians of the Northeast are explored, new learning may be added to a co-created anchor chart (see an example in the Resource section of this lesson).</i></p> <p><i>Teacher's Script: "Let's now read how the interdependent government systems within the tribes helped them survive and thrive."</i></p>	

Page 6	How did the Iroquois tribes establish their local government?	In peacetime, the women were in charge and decided when the community went to war. During war, the women chose a sachem, or chief, to lead the people.
Page 7	<p>Why did the tribes feel a need to form a confederacy?</p> <p>How might a plan to end fighting among the American Indian nations help them survive?</p>	<p>The tribes agreed to establish a confederacy so that they could learn to work together in both war and peace times.</p> <p>Tribes that worked together during war had greater strength to overpower enemies. Tribes that worked together in peace would be more successful in trading and sharing resources.</p>
Page 8	<p>How were the Powhatan, Iroquois, and Wampanoag Indians similar in how they ruled their people?</p>  (This is an opportunity for a collaborative talk structure.)	The Powhatan, Iroquois, and Wampanoag Indian tribes all had a sachem who led them and helped make decisions for the tribes.
Page 9	<p>According to the text, how did the arrival of the colonists impact the American Indians?</p> 	As more colonists arrived to the colonies, land became scarce. Many American Indians were pushed out of their homeland, and they were forced to move west.

RESOURCE

Sample Anchor Chart: Teachers may wish to create an anchor chart summarizing information learned throughout this section of the unit.

Northeastern American Indian Tribes	
Tribes	
Homes	
Daily Life	
Food Hunting Practices	
Government Leadership	
Roles of Tribal Members	
Trade	
Geography	

IF YOU LIVED WITH THE IROQUOIS– READING 1, QUESTION SEQUENCE 1, DAILY TASK 3

TEXT

Text: *If You Lived With the Iroquois*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

810L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text is slightly complex. The organization of the text is clear and easy to predict. It contains a table of contents, headings, and graphics detailing the specific ways of life of the Iroquois American Indians.

LANGUAGE FEATURES

The language features are moderately complex. The text is straightforward and contains familiar and subject specific vocabulary such as wampum, deerskin, and longhouse. The text contains both simple and complex sentences that are explicit and easy to understand.

MEANING/PURPOSE

The meaning and purpose of the text is slightly complex. The text is explicit and is focused on the way of life, government systems and religious beliefs of the Iroquois American Indians.

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. The text contains common practical knowledge and discipline-specific content knowledge about American Indians.

LESSON OBJECTIVE(S) FOR THIS READING

Students will learn how governments were formed within the different American Indian tribes and how interdependence within the tribes' government systems helped them thrive and survive. To achieve this understanding, students will:

- compare different forms of government through the main idea and details of the text; and
- identify the different roles in the government systems through the main idea and details of the text.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- civilian (embedded)
- presided (embedded)
- unanimous (explicit)

DAILY TASK

The third graders in your school are not getting along at recess. Each class is arguing about the playground equipment and not sharing with the other classes. Based on what you have learned from the Iroquois Confederacy and the Great Law of Peace, and how this important agreement united the tribes and allowed them to live in peace, with a partner, write a Great Law of Peace that will help the third graders at your school play together in peace and thrive.

Your Great Law of Peace should include:

- at least three laws which include the key ideas of representation from each class, “speaking with one voice”; and
- at least three sentences for each law that explain what the law is and how it will help bring peace among the classes.


POSSIBLE STUDENT RESPONSE

Great Law of Peace for the Playground (Answers will vary)

1. Each class will choose a leader who will represent them in a playground council. The playground council will meet once a month to discuss any concerns the students’ have about recess and to create playground rules. Having a leader represent each class will let all the students know that their voices will be heard.

2. When the council meets to hear concerns or to make rules, each council member will have an opportunity to be heard. After hearing all voices, the council will vote. Only when every member of the council is in agreement, will the council “speak with one voice” and make a unanimous decision. The council will then let all the students know what the new rule is for the playground. The students will follow the new rule because they know their leader had a part in creating it.

3. Each day of the week a class will be assigned to play on a specific piece of playground equipment. All students may play with the other students but only if they are not on the other’s assigned playground equipment. Rotating to different parts of the playground on different days will ensure all student have an opportunity to use all the equipment. The duty of each student will be to follow the rules and share the playground. By following the rules, the students will learn how to cooperate with each other and peacefully share the resources they have been given.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read aloud pages 65-80 of this text. Students may continue adding new learning to the co-created anchor chart about Northeastern Indians.</i></p> <p><i>Teacher's Script: "Let's continue learning about how the American Indians created alliances that allowed them to live peaceably with one another and thrive as a nation."</i></p>	
Pages 69-70	The author tells us on page 66 that, before the Iroquois Constitution, it was a time of "great sorrow and terror", and nations warred against each other. After reading some of the ideas of the Great Law, what might be some reasons we can infer about why these nations went to war?	The nations might have warred over land because, in the Great Law, it tells us the nations wanted to be able to hunt and travel freely on all the lands and not just the land that belonged to their tribe.
Pages 71	What are some similarities between the Iroquois government and the American government that the author describes?	The Iroquois and American governments both have a constitution which contains rules, freedoms, and duties of the people and their leaders. Both governments have representatives that are sent to important meetings to represent the people. Also, at that time, they both did not allow military leaders to represent the people.
Pages 72-73	What does the phrase "speak with one voice" mean on page 73, and how would this help with interdependence and cooperation between the tribes?	"Speak with one voice" means that all council members had to come to a unanimous agreement before any decision was made. Everyone having a voice in the decision before coming to an agreement would help the tribes get along and live peaceably with each other.
Page 76	What important role did women play in government, and why were they given this role?	The clan mother consulted with the other women in the clan, and then she made the decision of who would become the council chief. The women were given the responsibility of appointing chiefs because a woman was the first person to accept the Peacemaker's message.
After Reading	<p>Why might learning about the Great Law of Peace be important to us today?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	Learning about the Great Law of Peace is important because it shows us how people long ago learned how to work together to live in peace and survive. It also shows us how the American Indians valued all people's voices, including women and people from other tribes.

HIAWATHA AND THE PEACEMAKER– READING 1, QUESTION SEQUENCE 1, DAILY TASK 4

TEXT

Text: *Hiawatha and the Peacemaker*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

AD740L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure in this text is moderately complex. The text is a folktale and the organization is clear, chronological but at times not easy to predict. The illustrations support and extend the meaning of the text.

LANGUAGE FEATURES

The language features are very complex. The text has many complex sentences with several subordinate phrases or clauses and transition words. Some of the vocabulary and phrases in the text may be unfamiliar to students (e.g., righteousness, dressed my wounds).

MEANING/PURPOSE

The purpose of the text is very complex. There are multiple levels of meaning in the text. Hiawatha is seeking peace within the tribes but he is also wrestling with his need to forgive his enemy and make peace with himself.

KNOWLEDGE DEMANDS

The knowledge demands for this text are moderately complex. It explores the themes of seeking peace within the American Indian tribes, forgiveness, and reconciliation. Students will need to have some knowledge of American Indian culture to fully engage with the text, but may make connections to their understanding of motives of others and acts of forgiveness.

LESSON OBJECTIVE(S) FOR THIS READING

Students will learn how governments were formed within the different tribes and how interdependence among the tribes helped them survive. To achieve this understanding, students will:

- understand how American Indian tribes joined together to create alliances that allowed them to live and work together in peace by determining the central message and key details of a text;
- determine the meaning of key words and phrases using context clues and graphics; and
- compare and contrast the most important points and key details presented in two texts on the same topic of governments and interdependence.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- consumed (explicit)
- offering (embedded)
- bewildered (embedded)
- summoned (embedded)
- stuttered (implicit)
- comprehend (embedded)
- soothe (embedded)
- passage (explicit)
- governed (explicit)
- revenge (embedded)
- righteousness (embedded)

The following word will be reinforced during this reading:

- confederacy

DAILY TASK

In Hiawatha and the Peacemaker, the Peacemaker uses Hiawatha to spread the message of the Great Law of Peace while at the same time helping Hiawatha heal his own heart.

Imagine you are Hiawatha and you have been asked by your tribal chief to share your story about the Peacemaker and the Great Law of Peace with young children in your clan. Using key details from the text, explain how your actions contributed to creating peace among the tribes.

Your writing should:

- establish a situation by including characters and organizing an event sequence that unfold naturally;
- use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations;
- use temporal words and phrases to signal event order; and
- provide a sense of closure.



POSSIBLE STUDENT RESPONSE

Many years ago, the tribes were warring with each other, and my family was murdered by the evil Tadodaho. I was consumed with anger, and I wanted revenge for the killing of my family. One day a man came to me traveling in a white canoe. He called himself The Peacemaker and he convinced me to travel with him to the other tribes and spread the Great Law of Peace. The Peacemaker and I visited the other tribes, and I told them my story of loss and how I had chosen to forgive Tadodaho.

The tribes were amazed at how I could forgive Tadodaho, and one by one the tribes joined us in seeking peace with each other. The Peacemaker, the other tribal leaders, and I confronted the evil Tadodaho and I realized I still had some anger in my heart toward Tadodaho. The Peacemaker asked me to make medicine to cure Tadodaho's evil heart. When I made the medicine, all of the anger in my heart began to disappear, and I truly forgave Tadodaho for killing my family. When Tadodaho was cured, the five tribes joined together and from then on all the tribes lived together in peace and became one family.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read the text in its entirety. Students may continue adding new learning to the co-created anchor chart about Northeastern Indians started on the Day 3 lesson.</i></p> <p><i>Teacher's Script: "Let's continue to learn more about the Iroquois Confederacy and how this important alliance allowed the tribes to live peaceably with one another. The story, Hiawatha and the Peacemaker, is a legend that was passed down to the author through North American Indian oral tradition.</i></p> <p><i>A legend is different from a folktale or myth. Legends have a bit of historical truth. Legends may begin with a miracle that is believed to have happened, but can be exaggerated as the story is retold over time. Legends are also based on real people who are considered historical human heroes. In contrast, myths contain gods or goddesses instead of real heroes."</i></p>	
Pages 1-4	How is Hiawatha feeling at the beginning of the story?	At the beginning of the story, Hiawatha is sad and angry. He is consumed by anger, and he wants revenge for the death of his family.
Page 6	Who do you think the man in the white canoe is and how can his stone canoe float?	The man may be someone from the spirit world because his canoe is made

		from white stone and it floats.
Pages 7-8	What is the author telling us about the tribes from these pages?	As readers, we learn that there is not peace among the tribes. They are fighting and killing one another.
Page 8	Why did the Peacemaker choose Hiawatha to help him spread the good word?	The peacemaker chose Hiawatha to spread the good word because Hiawatha speaks with power and confidence, and his voice carries straight to the heart.
Page 10	Why do you think the author made the words bigger on page 10?	The words are bigger on page 10 so we would see that Hiawatha is setting a new purpose for his life.
Page 11	What elements of a legend do we see so far in this text? How did these miracles impact Hiawatha?	In the text, we see the miracle of a stone canoe floating. We also see that the power of the Peacemaker as his message moves through Hiawatha as he touched him. The text tells us that Hiawatha is becoming more of a believer as he travels with the Peacemaker in his stone canoe.
Page 11	What was the message of the great law and what does it mean?	The message of the great law is that the people should have one body, one mind, and one heart. It means the people should all get along with each other and work together as one family.
Page 19	How did Hiawatha's story help convince the Oneida Chief to join the others? How does the illustration help us understand how Hiawatha is changing? Why do you think the author includes the refrain "Together we traveled as ...one nation, two nations, three nations."?	The Oneida Chief was moved by Hiawatha's story and the way Hiawatha was able to offer forgiveness with Tadodaho and seek peace. The illustration shows how Hiawatha was able to remember the joy of his family when he began to forgive himself for not being able to save his family. (Hiawatha is slowly letting go of the anger and bitterness in his life.) The author wants us to know that slowly the nations are beginning to come together to seek peace with each other.
Page 33	Why do you think the Peacemaker asked Hiawatha to make the medicine for Tadodaho	The Peacemaker knew Hiawatha had not completely forgiven Tadodaho in his heart. Hiawatha needed to show

	<p>instead of anyone else?</p> <p>What lesson can we learn from this?</p>	<p>kindness (light) to Tadodaho in order to get rid of the anger (darkness) in his heart.</p> <p>We can learn to forgive others that have hurt us. If we forgive others and help them, it will help us heal our heart and their heart.</p>
<p>Pages 40-42</p>	<p>Describe how Hiawatha changed from the beginning of the story to the end?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>At the beginning of the story Hiawatha was sad and angry that his family had been murdered. In the middle of the story, he was trying to forgive Tadodaho for the murder of his family. At the end of the story, Hiawatha had forgiven Tadodaho in his heart.</p>
<p>After Reading (referring back to page 19)</p>	<p>How did Hiawatha's forgiveness of Tadodaho help the other tribes?</p>	<p>By forgiving Tadodaho, Hiawatha was able to visit the other tribes and show them if he could forgive and live in peace with Tadodaho, then all the tribes could come together in peace.</p>
<p>After Reading (referring back to pages 39 and 43)</p>	<p>Compare and contrast how the Iroquois Confederacy was formed from the texts, <i>The Real Story about Government and Politics in Colonial America</i> and <i>Hiawatha and the Peacemaker</i>?</p> <p></p> <p>At the beginning of the story, the Peacemaker tells Hiawatha he chose him because he had a powerful voice. What might be other reasons that Hiawatha was chosen by the Peacemaker to deliver the message of peace to the people?</p>	<p>In the text, <i>The Real Story about Government and Politics in Colonial America</i>, we learn the women of each tribe would appoint a chief who would represent the tribe in the confederacy. Each chief would have a special role in the Iroquois Confederacy and all chiefs were considered equals. The confederacy agreed to work together in war and peace, and all the decisions made by the confederacy were voted on by the chiefs.</p> <p>In <i>Hiawatha and the Peacemaker</i>, we learn Hiawatha and the Peacemaker visited each tribe and convinced them to join the confederacy so that the nations would survive and thrive.</p> <p>I also think Hiawatha was chosen because the Peacemaker knew Hiawatha needed to let go of the anger in his heart and forgive Tadodaho. The peacemaker also knew Hiawatha's powerful story of forgiveness would convince the other tribes to join together and seek peace</p>

After Reading	What have we learned about American Indians so far that helps us understand important factors that caused this group of people to come to an understanding of thriving together?	The American Indians realized that if they wished for their tribes to continue they must stop the violence. Working together in war and peace in an organized way was necessary to remain strong and thrive. Hiawatha stated on page 18 that, "We will all perish if we continue this violence."
After Reading (referring to the historical note on page 43)	<p>How did this example of one of the oldest examples of a "participatory democracy" impact our current form of government?</p> <p>How does the Great Law of Peace still impact the Iroquois nation today?</p>	<p>The authors of the Constitution were influenced by the Great Law of Peace. They also sought self-government and peace. As a result, every person in our country today is given a voice in decision making at the local, state, and federal levels.</p> <p>To this day, the Six Nations use the basis of the Great Law of Peace to live in unity, harmony, and peace with one another.</p>

ALTERNATIVE SHARED READING OPTIONS

American Legends and Folktales: Hiawatha and the Great Peace Retold by Virginia Schomp

LIFE IN A LONGHOUSE VILLAGE– READING 1, QUESTION SEQUENCE 1, DAILY TASK 5

TEXT

Text: *Life in a Longhouse Village*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

NC1020L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is moderately complex. The text is organized as an informational text with a table of contents, glossary, index, headings, text features such as photos, and diagrams with explanations. The graphics and diagrams support or are integral to understanding the text.

LANGUAGE FEATURES

The language features are moderately complex. The text has many complex sentences with several subordinate phrases or clauses and transition words. Sentences are compound and complex, and include archaic concepts and vocabulary (i.e., “When the corn had dried again, it was put into a mortar and pounded into cornmeal using a pestle.”)

MEANING/PURPOSE

The purpose of the text is slightly complex. The purpose is explicitly stated, clear, concrete, and narrowly focused. The book is clearly divided into topics, and each topic is narrowly focused upon within those pages.

KNOWLEDGE DEMANDS

The knowledge demands for this text are moderately complex. It relies on common, practical knowledge of how people live within a community and some discipline-specific knowledge of how American Indians survived in the Northeast region long ago.

LESSON OBJECTIVE(S) FOR THIS READING

Students will learn about the way of life of the Northeastern Iroquois tribes and how they interacted with each other and their environment to supply their basic needs and wants. To achieve this understanding, students will:

- develop geographic awareness by determining the relationship of the geographic location of the Iroquois village to the natural resources of the land through the main idea and details of the text;
- analyze how the Iroquois tribe interacted with their environment to satisfy their basic needs and wants by using evidence from the text; and
- understand how the cooperative relationships within a tribe help it survive and thrive by writing a journal entry about life in a longhouse village.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- clan (embedded)
- lodge (explicit)
- provinces (embedded)
- culture (explicit)
- corridor (embedded)
- league (explicit)
- territory (embedded)
- shallow (embedded)
- cooperated (embedded) pestle (implied)
- pelts (embedded)
- pestle (implicit)

DAILY TASK

Imagine you are a colonist from New England visiting a longhouse village for the first time. Write a journal entry describing the way of life in the longhouse village and how the tribe works together to supply their basic needs and wants.

As you write your journal entry, remember to:


- introduce your topic;
- include details about the homes, way of life, and leadership in the village;
- use linking words or phrases to connect your ideas; and
- provide a sense of closure.

POSSIBLE STUDENT RESPONSE

14 October 1580

Today I visited a longhouse village, and I learned about the homes, daily life, and leadership of the Iroquois people. The Iroquois people live in homes called longhouses that are made from the wood and bark of young trees. Inside each longhouse is one big room which contains fireplaces, storage pits for food, compartments for different families, and bunks for sleeping. Each person in the village has responsibilities that help the entire tribe. The men build the houses and canoes, trade with other nations, and do all the hunting and fishing. They also protect the women, children, and elderly. The women plant gardens, gather and prepare food, and make clothing, baskets, and pottery. The elderly teach the children life skills, and how to behave and become responsible adults. The village also has a leader called a sachem, or chief. He represents the tribe and helps make important decisions about hunting, fishing, trade, and war among other nations. I have learned so much about the Iroquois people's daily lives and how they respect the land and animals that give them life.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read aloud pages 4-19 of this text. Students may continue adding new learning to the co-created anchor chart about Northeastern Indians started in the Day 3 lesson.</i></p> <p><i>Teacher's Script: "Let's continue learning about Iroquois tribes and how they interacted through peaceful, organized systems within their geographic location to survive and thrive."</i></p>	
Page 5	What can we learn from the map about the Iroquois people?	The map shows us where the League of Iroquois people lived and where other Iroquois tribes lived. The map also shows us that the tribes lived near major water sources and woodlands.
Page 7	<p>Why is it important that longhouse villages were built near water?</p> <p>What impact did the geographic location and its resources have upon the type of homes the Iroquois built?</p>	<p>Longhouse villages were built near water so the people would have a fresh supply of water for drinking and bathing. It also allowed the people to travel easily by boat to other villages.</p> <p>The woodlands provided plentiful trees from which to build their longhouses.</p>

Pages 8-9	Why do you think the author included the illustration on pages 8 and 9?	The author used the illustration on pages 8 and 9 to show us what the inside of a longhouse might look like. It was one big room which contained fireplaces, storage pits for food, compartments for different families, and bunks for sleeping.
Page 11	What role did women play in the Iroquois tribal life?	The mothers arranged marriages for their children. The clan mother, with the help of the other women, also chose a sachem for each clan.
Page 11	What role did sachems have in supporting tribal interdependence?	The sachems represented each tribe in the tribal council. They met together to discuss issues such as trade and war among different Indian nations.
Pages 12-15	How did American Indians work together to provide food for the village? What lessons could we learn about interdependent relationships from these American Indians?	Large groups of men hunted animals together to provide meat for the village. The women gathered wild plants, fruits and seeds, from the woods and meadows, to use in soups and juices. The women also planted gardens and grew corn, beans, and squash. The corn was used in many ways by the villagers. A lesson we could learn from these American Indians is to work together and to share what we have with others in our communities.
Pages 18-19	What were the responsibilities and jobs of each family member? How is this similar or different from your family?  (This is an opportunity for a collaborative talk structure.)	The men built the houses and canoes, traded with other nations, and were in charge of hunting and fishing. They also protected the women, children and elderly. The women were in charge of gathering food, planting gardens, preparing food and clothing, and making baskets and pottery. The elderly taught the children life skills, and how to behave and become responsible adults. (Answers may vary)

Page 18	<p>Thinking about the illustration and caption on page 18, why does the author say that the Wendat were so successful at trading?</p> <p>How did the Haudenosaunee experience trade with the Wendat?</p> <p>Why did the Northeastern nations trade with one another and with nations farther south and west?</p>	<p>They remained friendly with their neighbors and exchanged many goods such as furs or pelts, canoes, and warm clothing.</p> <p>These two tribes didn't trade directly. They were able to get goods through interdependent trade with other nations.</p> <p>They traded for things that were scarce in one region but found more easily in others. By doing this, they were able to have more of what they needed to survive and thrive.</p>
After Reading	<p>What are some examples of interdependent relationships seen in this text?</p> <p>What are some common threads of interdependent relationships as we think about all that we have read so far in this unit?</p>	<p>The Iroquois people showed interdependence among all their nations through their government systems. They also lived in an interdependent way with the land and its abundant resources which greatly impacted their ways of life. We also see how families often lived peacefully in one room and shared with all families within the tribe, each having distinct roles in hunting, gardening, and preparing food.</p> <p>We have learned about teamwork in hunting and the interdependence between animals and the hunters. We have also seen how tribes are dependent upon the resources they have within their region. We have also noticed how tribes established ruling systems to help them work together in times of war and peace.</p>

THIRTEEN MOONS ON TURTLE'S BACK "STRAWBERRY MOON"– READING 1, QUESTION SEQUENCE 2, DAILY TASK 6

TEXT

Text: *Thirteen Moons on Turtle's Back* ("Strawberry Moon")

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

840L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is slightly complex. The text is divided into sections, and each section is comprised of a poem from a different American Indian tribe. This poem, "Strawberry Moon", describes the gift of strawberries to the Seneca People. A lapse of time is included in the structure of this poem. What seemed to be four days gone by was really several years. The illustrations directly support and assist in understanding the text.

LANGUAGE FEATURES

The language features are very complex. Since each section of the text is a poem, which includes stanzas, students will need to be familiar with how to read poetry. Some of the sentences in this poem are several lines long and include some complex sentences, such as "In return, they took him in a magic canoe up into the cliffs, and taught him many things and gave him strawberries."

MEANING/PURPOSE

The text is moderately complex and typically has more than one level of meaning. The reader may need some support in understanding the moral or lesson from each poem. This poem teaches the importance of thankfulness and sharing, as well as reinforces man's interdependence with nature.

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. Students will need to be familiar with the cultural elements of the American Indian way of life in this poem, such as hunting or singing songs of praise, in order to understand the poems.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand how the Northeast American Indians lived interdependently with one another and the earth, being thankful for gifts that they were provided.

To achieve this understanding, students will:

- answer questions using key details from the poem about interdependent relationships;
- determine and explain the central message of the poem through details in the text; and the text; and
- consider how the actions of the characters in the poem contribute to the events in the text.

VOCABULARY WORDS

The following words will be reinforced in our reading:

- cliffs
- orphan

DAILY TASK



The daily task will be completed after reading *Hunting with the Native Americans*, Chapter 2.

POSSIBLE STUDENT RESPONSE

See the daily task and possible student response for *Hunting with the Native American*, Chapter 2.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read the poem, "Strawberry Moon" on page 13 of Thirteen Moons on Turtle's Back as a shared reading experience.</i></p> <p><i>Teacher's Script: "Let's revisit the rich tradition of storytelling as we continue to consider how the American Indians depended on the moon, the earth, and each other to survive and thrive. You will read about another moon, the strawberry moon. This sixth full moon of the year was named by the Seneca people of the Northeast. This poem describes a folktale about a small boy who encounters little, fairy-like people called the Jo-ge-oh."</i></p>	

<p>Page 13, First Stanza</p>	<p>What does the first stanza of “Strawberry Moon” tell us about the little boy?</p> <p>Why do you think he has gone down to the river to hunt?</p> <p>What can you infer about the earth through Gaqka in “How Stories Came to Be” and the small boy in this poem?</p>	<p>We learn that the small boy is an orphan and is hunting alone.</p> <p>He must have been an experienced hunter and knew that he might find more animals near a water source. As an orphan, he probably had nobody to help him get food. He probably was totally dependent upon the land to survive.</p> <p>It seems like the earth is caring for them since they had nobody to care of them. The earth gave the orphans gifts that made them valuable and accepted to their tribes.</p>
<p>Page 13, Second Stanza</p>	<p>In the first stanza of the poem we saw how the small boy decides to go into the land of the Little People. In the second stanza, we see the small boy’s actions when he encountered this different tribe. We now learn about an example of trading between the small boy and the Little People. What did they share?</p> <p>This stanza also references a magic canoe. What connections can you make to a previous text about a magic canoe?</p>	<p>The small boy shared what he had caught with the Little People. In return, they taught him things and shared strawberries with him.</p> <p>A white, stone canoe carried Hiawatha and the Peacemaker as they shared the great message of peace. Hiawatha was bewildered that it was able to float. The canoe in the illustration on page 14 of “Strawberry Moon” also looks white.</p>
<p>Page 13, Third Stanza</p>	<p>In the last stanza, we see how the actions of the Little People impacted the small boy and his tribe. What evidence of change do you see in this last section?</p> <p>This seemed to be a magical experience for the small boy. What happened to him?</p> <p>How did the Senecas show praise and thankfulness to the Little People?</p>	<p>The boy left his village as a boy and came back a tall man. He had experienced new learning and been given a gift that he could take back to his people. The Little People, who had been known as keepers of the plants, had been given a gift of the small boy’s hunting.</p> <p>The small boy had been gone for four days. However, he returned to his village after many years had passed.</p> <p>Each year, during the strawberry moon, the Senecas sing songs of praise to the Little People for what the Little People shared with them.</p>

	<p>Why do you think the Seneca people consider the strawberries as the moon's gift?</p>  (This is an opportunity for a collaborative talk structure.) <p><i>Teacher's Note: Refer back to the introduction or note from the author as students consider and discuss this question.</i></p>	<p>American Indians often connected the seasons with the cycles of the moon. The changes in the sky reminded them of the changes in the natural world. As Grandfather told Sozap, "...each moon has its own name and every moon has its own stories". The full moon in June reminded the Seneca to thank the moon for the strawberries of the season.</p>
After Reading	<p>Why do you think this moon story was important to pass down from generation to generation?</p> 	<p>This poem also demonstrates how the American Indians of the Northeast depended upon the land for hunting and gathering. It also shows how different tribes are to teach each other and share gifts through trade. It would have also reminded each person who heard this story to be thankful and offer praise for the natural world.</p>

TEXT

Text: *Hunting with Native Americans*

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

LESSON OBJECTIVE(S) FOR THIS READING

Students will learn how tribes of the American Northeast relied primarily on gathering, hunting, and fishing to survive. To achieve this understanding, students will:

- determine various hunting and fishing techniques of the Northeastern tribes through the main ideas and details of the text;
- compare and contrast the differences among regions and how that impacted hunting and fishing using evidence from the texts; and
- consider the importance of rituals in the successful interdependence between nature and the hunters using evidence from the text.

DAILY TASK

Create a group poster that provides examples of gathering, with various hunting and fishing techniques or rituals in the Northeast. Your poster should:

- depict 3 to 4 tribes and their gathering, hunting, or fishing techniques;
- include captions with important vocabulary words for your illustrations to help explain seasonal or regional impact on their resources or techniques; and
- include labels for your drawings to identify the animals or point out specific tools used.

Group Responsibilities:

- Each group member should be responsible for adding an example of gathering that might be done, or a hunting/fishing technique or ritual.
- Each group member should also add appropriate captions and labels with vocabulary to the any illustrations.
- After completing your poster, collaborate with another group to share your posters. Each group member will share his/her contributions to the poster.

As you talk with other groups, remember to:

- ask and answer questions with appropriate detail; and
- speak in complete sentences to provide details and clarifications, as needed.

POSSIBLE STUDENT RESPONSE

A group creates a poster that reflects the task expectations with the following captions and matching illustrations:

Northeastern American Indians who lived along the Atlantic coast caught fish and other sea life from the ocean for food. On the shores of Long Island, the Montauk tribes dug for clams in order to provide food for their families. (The matching illustration shows tribal members digging for clams along the shoreline. The clams and Atlantic Ocean are labeled.)

Men and women from the Chippewa tribe, who lived inland, fished in freshwater streams and lakes. The men primarily ice-fished in the winter and spear-fished in the spring. Both men and women caught trout, whitefish, and sturgeon using spears, seines, arrows, baskets, or lures. (The matching illustration shows a man spear-fishing in the springtime and a woman using a basket to catch fish. The illustration includes the American Indians in a canoe or on land. The trout, lure, and spear are labeled.)

Northeastern American Indians hunted and trapped bears using pitfalls made of grass and branches. The hunter usually added a lure of honey, apples, berries, or pork to the pitfall to attract a bear. When a bear stepped on the pitfall, it fell into the pit and was trapped until the hunter arrived. (The matching illustration shows a bear falling into a pitfall. The pitfall and lure are labeled.)

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read aloud Chapter 2 "Hunting in the Northeast" from Hunting with the Native Americans. Students may continue adding new learning to the co-created anchor chart about Northeast Indians started in the Day 3 lesson.</i></p> <p><i>Teacher's Script: "In an earlier text, Life in a Longhouse Village, we got a glimpse of what a thriving Iroquois village might be like. We learned about their homes, their families, how they obtained and prepared food, as well as, how each member of the family worked together in village life. We also saw how the small Seneca boy in the poem we just read learned about gathering strawberries in addition to hunting. Cooperation was especially important in the hunting and fishing practices of the American Indians of the Northeast. In order to survive, they couldn't just rely on farming and gathering. They also had to hunt and fish in order to have enough food for the long, cold winters. Let's read Chapter 2 of Hunting with the Native</i></p>	

	Americans, <i>to find out how the Iroquois also helped one another during times of hunting and fishing.</i> "	
Page 13	How did tribes of the Northeast usually get their food?	The tribes of the Northeast spent most of their time gathering plants in the wild, hunting, and fishing. They did some gardening, but the growing season was short.
Page 13	How did a tribe's geographic location impact different ways of fishing?	The Atlantic Ocean provided many types of fish. Tribes would also dig for clams or even eat whale meat if a whale washed up on shore. Tribes farther away from the ocean relied on freshwater fishing in streams and lakes.
Pages 13-14	What are some of the unique ways that the Woodland Indians fished?	Fisherman might have used a hook and line much like we do today. They also used nets and made traps. Sometimes a very still hand might be used to catch a fish.
Page 18	What are some ways that deer were important to these American Indians? How would life have been different for them without this resource?	Deer not only provided meat for them, but tools and clothing were made from their hides, bones, antlers, and tendons. Without deer, the Woodland Indians would have had to rely on more fishing and gardening for food. They would have also had to find other resources to make food and tools.
Pages 16-18	How were fishing and hunting different in the winter?	Sometimes, the Northeastern fisherman might have to cut a hole in the ice to fish. Hunting in winter was often easier because animal tracks were easier to see. Also, trapping animals was useful in the winter. Favorite paths of the animals were easier to spot in the snow. So, the trappers would know where to place their traps.
Pages 17-18	Earlier in Chapter 1 of <i>Hunting with Native Americans</i> , we learned that rituals were an important part of successful hunts. What role did rituals also play in the hunting and fishing of the Northeast Indians?	Many tribes had special ceremonies before going bear hunting. Village shaman would often make a "magic" lure to add to a trap. After a kill, hunters might thank the bear for the gift by putting a pipe in its mouth. Other rituals such as fasting and making sacrifices could be done before a hunt. Also, the

		Ojibwa tribe would also have a snowshoe dance to celebrate the first snowfall, which would make hunting easier for them.
After Reading	<p><i>Teacher's Script: "Now that we have read several texts about the Northeast American Indian tribes over the last few days, let's revisit our essential question. How have the people and nations in the past survived and thrived?"</i></p> <p><i>Teacher's Note: Record student responses on the Essential Question Chart in the Northeast Tribes column. See an example of the chart in the Resource section of this lesson.</i></p>	

RESOURCE

Sample Essential Question Chart: Teachers may wish to create an essential question chart to support students to synthesize how past American Indian tribes of various regions survived and thrived.

Essential Question Chart How have people and nations in the past survived and thrived? What have they "depended on"?		
Northeast Tribes	Southeast Tribes	Plains Tribes

NATIONS OF THE SOUTHEAST– READING 1, QUESTION SEQUENCE 1, DAILY TASK 7

TEXT

Text: *Nations of the Southeast*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

NC980L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is moderately complex. The text is organized as an informational text with a table of contents, glossary, index, headings, and graphics with explanations. The graphics support or are integral to understanding the text.

LANGUAGE FEATURES

The language features are moderately complex. The text has mostly compound sentences with some complex constructions. The vocabulary in the text should be familiar to most students with few subject-specific words.

MEANING/PURPOSE

The purpose of the text is slightly complex. The purpose is explicitly stated, clear, concrete, and narrowly focused. The book is clearly divided into topics, and each topic is narrowly focused upon.

KNOWLEDGE DEMANDS

The knowledge demands for this text are moderately complex. It relies on common, practical knowledge of how people live within a community and some discipline-specific knowledge of how American Indians lived in the Southeast long ago. Students will need to have some knowledge of geography to fully engage with the text.

LESSON OBJECTIVE(S) FOR THIS READING

Students will learn about the way of life of the Southeastern American Indian tribes and how they interacted with their environment to supply their basic needs and wants. To achieve this understanding, students will:

- develop geographic awareness by determining the relationship of the geographic location of the Southeast tribes to the natural resources of the land through the main idea and details of the text; and
- analyze how the Southeastern tribes interacted with their environment to satisfy their basic needs and wants by using evidence from the text.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- alliances (embedded)
- highlands (embedded)
- palisades (embedded)
- fertile (explicit)
- climate (explicit)

DAILY TASK


The daily task will be completed after reading *The Girl Who Helped Thunder* “The Coming of the Corn”.

POSSIBLE STUDENT RESPONSE

See the daily task and possible student response for *The Girl Who Helped Thunder* “The Coming of the Corn”.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher’s Note: Read page 18 of The Girl Who Helped Thunder to introduce the region of the Southeast and read pages 4-5, 12-13, and 22-23 of Nations of the Southeast. As texts about American Indians of the Southeast are explored, new learning may be added to a co-created anchor chart. See an example of the chart in the Resource section of this lesson.</i></p> <p><i>Teacher’s Script: “At this point in our unit of study, we will begin learning about the way of life of American Indians of the Southeast. We’ll</i></p>	

	<i>reflect on what we've learned about the American Indians of the Northeast as we think about how tribes in the Southeast interacted with their environment to supply their basic needs and wants, as well."</i>	
<i>The Girl Who Helped Thunder, page 18</i>	<i>Teacher's Note: Students may want to refer to a map to identify and label the Mississippi River, the Atlantic Ocean, and the states presently known as Virginia and Florida. If the map is interactive or if possible, students may also add a symbol on the map for corn in the Southeast Region.</i>	
Page 4	Why is the Southeast region sometimes called the Southeast woodlands?	The Southeast region is sometimes called the Southeast woodlands because it contains dense forests, mountains, and hills.
Page 5	<p>The caption tells us the Southeast Indians built their villages near sources of water. How would living near water impact their lives?</p> <p>How does this compare to what we read about the Northeastern Indian tribes in <i>Life in a Longhouse Village</i>?</p>	<p>Living near water would help the Southeastern tribes survive. They could use the water for drinking, bathing, cooking, and watering their gardens. They could also catch the fish in the lakes and rivers for food, and catch other animals that came to the water.</p> <p>The Northeastern tribes also built their villages near water to provide for their daily needs.</p>
Pages 12-13	Based on the map on page 4 and these pages, what American Indian nations were native, or indigenous, to the state we now know as Tennessee?	The territory of the Chickasaw nation stretched into present-day Tennessee. Also, the Cherokee territory included several states including Tennessee.
Page 22	<p>Compare and contrast the homes of the Southeast tribes to the homes of the Northeast tribes?</p> <p>Using the illustrations from this text and pages 6-9 of <i>Life in a Longhouse Village</i>, think about the homes of these differing tribes. How did the geography and climate play a</p>	<p>The homes of Southeast tribes are similar to the homes of the Northeast tribes because they both use wood, animal skins and bark to build their homes. The homes are different because the Northeast tribes built longhouses that were homes for many families and the Southeast tribes sometimes built many houses so that families had their own houses.</p> <p>Tribes in the Northeast built homes made of bark with curved or peaked roofs. Since they had to spend a lot of time indoors in the cold winter, their</p>

	<p>role in the design and material selection used in constructing these homes?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>homes needed to be warm and large. The roofs needed a special design so that the snow would slide off and not cause the roof to collapse. Homes of the Cherokee and Caddo in the Southeast were smaller and made of grass and twigs. The winters in the Southeast were cool, while the summers were hot and humid. Villagers spent less time indoors.</p>
Page 22	<p>Why was corn an ideal crop for the villagers of the Southeast? How is that different from farming in the Northeast?</p> <p><i>Teacher's Note: Students may benefit from the rereading of the first paragraph of Chapter 2 from Hunting with the Native Americans to make connections to farming in the Northeast.</i></p>	<p>In the Southeast, the fertile land was ideal for growing corn and other crops, and the long summers created a long growing season. However, in the Northeast, farming was more difficult due to shorter growing seasons. <i>Hunting with the Native Americans</i> says that crops were not central to their diets. They spent more of their time hunting and gathering.</p>
Page 22	<p>How were the roles of women in the Southeast, as providers of their families' food, similar to that of the Northeastern women?</p>	<p>In both regions, women were usually responsible for gathering food from nature, planting seeds, and collecting crops.</p>
Page 23	<p>What was the significance of the Green Corn Ceremony? How did it bring the community together?</p> <p>Why did the author choose to include the illustration on page 23?</p>	<p>The Green Corn Ceremony marked the beginning of the new year. The people offered thanks for their corn crops and built a community fire, called the sacred fire. During the ceremony people told stories, sang songs, danced, and fasted. After the fasting, the people all celebrated with a large feast.</p> <p>The author probably chose to include the illustration to help us see what a typical Southeastern Indian village might have looked like. The picture shows how the Indians built their homes within the palisades to protect themselves from their enemies. It also shows how the village is near the water so that the water can be easily carried to the village.</p>

RESOURCE

Sample Anchor Chart: Teachers may wish to create an anchor chart summarizing information learned throughout this section of the unit.

Southeastern American Indian Tribes	
Tribes	
Homes	
Daily Life	
Food Hunting Practices	
Government Leadership	
Roles of Tribal Members	
Trade	
Geography	

THE GIRL WHO HELPED THUNDER "THE COMING OF CORN" – READING 1, QUESTION SEQUENCE 3, DAILY TASK 7

TEXT

Text: *The Girl Who Helped Thunder "The Coming of Corn"*

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

820L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is slightly complex. The text is organized in a clear, chronological, and easy to predict manner which details an orphan boy who learns to plant corn. Dialogue between the villagers and the orphan boy is evident in the text.

LANGUAGE FEATURES

The language features are moderately complex. The conventions are largely explicit and easy to understand with occasional references to more complex meaning. The vocabulary is mostly familiar. However, some vocabulary references related to gardening and the Choctaw word for corn are evident. A variety of sentence structures are present including simple, compound, and some complex constructions.

MEANING/PURPOSE

The meaning of the text is very complex. This folktale celebrates the gift of corn to the American Indian people, but as the story progresses a positive message about originality is exposed.

KNOWLEDGE DEMANDS

The knowledge demands of the text is moderately complex. Both the ideas of gardening and being different will be familiar to most readers. The readers are also exposed to the custom of Choctaw males being expected to be hunters in their culture.

LESSON OBJECTIVE(S) FOR THIS READING

Students will learn that agriculture was important to the tribes of the Southeast and influenced their way of life. To achieve this understanding, students will:

- compare and contrast the impact of the introduction of corn to village life through the main idea and details of the text;
- consider the point of view of one impacted by the planting of corn; and
- write a narrative to express those thoughts and feelings.

VOCABULARY WORDS

The following word will be reinforced during our reading:

- orphan

DAILY TASK

Imagine you are a member of the Choctaw tribe in the Southeast after the orphan boy introduced corn to your village. As you express your thoughts and feelings, explain what your life was like before growing corn and how different it is now.

As you write your paragraph, remember to:

- establish a situation narrated by a member of the Choctaw tribe that compares life before and after learning to plant corn;
- use dialogue and/or descriptions of actions, thoughts, and feelings to show how you respond to the situation;
- use temporal words and phrases to signal event order; and
- provide a sense of closure.

Role Play Partner Activity:

Take on the role of grandparent telling your grandchild about the impact that corn had on your village. Think back to how Grandfather spoke to Sozap in *Thirteen Moons on Turtle's Back* and all that you learned about listening and respect for the earth. Also, remember how you depend upon the natural world for survival.

Choose a partner to represent your grandchild. Reverse roles after completing your turn.


As you tell your story:

- use appropriate relevant facts;
- add descriptive details; and
- speak clearly at an understandable pace.

POSSIBLE STUDENT RESPONSE

Life has been so much better for our tribe since the orphan boy brought corn to our village! As a hunter for our people, I thought the orphan boy should be hunting with us instead of sitting around watching the birds and talking to himself! I even made fun of him for wasting his time. Now, I see that he really did bring something good to help our people. The corn is so sweet and delicious! I don't have to hunt as much as I did before. We have plenty of food now! I am so thankful to the Crow and the orphan boy for helping our people.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read pages 29-30 (including the italicized introduction) as a shared reading experience to support an understanding of the importance of corn to villages of the Southeast. Students may continue adding new learning to the co-created anchor chart about the Southeast American Indians started in the Day 7 lesson.</i></p> <p><i>Teacher's Script: "This folktale explains how corn was first introduced to the Choctaw people."</i></p>	
Page 29	<p>What made the orphan boy different from the other people in his village?</p> <p>How did the orphan boy respond when others asked him why he didn't hunt like the other boys?</p>	<p>The orphan boy often sat alone in the fields playing and talking to the birds instead of going hunting with the other men.</p> <p>He said he wanted to find something good that might help his people.</p>
Page 29	<p>How does the boy respond to the crow when it dropped the seed at his feet?</p> <p>How does this illustrate what you've learned so far about American Indians' thoughts about nature?</p>	<p>He immediately thanked him for the gift.</p> <p>American Indians believed that gifts came from the Creator, and that animals and humans cooperated in order to survive.</p>
Pages 29-30	<p>How did the villagers respond when they saw the orphan boy caring for the seed?</p> <p>How did this affect the boy?</p>	<p>They thought he was wasting his time. They even laughed at him.</p> <p>He showed perseverance! He paid no attention to those that laughed at him. He continued to care for the plant and even gave it a name.</p>

	What can you learn from the orphan boy?	We should never give up even on what is important to us, even when it seems different or silly to others.
Page 30	How did one seed turn into a “great field of corn”?	The boy saved some of the seeds from the fruit of his first corn plant, dried them, and then planted them. The whole process started over again.
Page 30	<p>How did the orphan boy teach the people to show their appreciation for the gift of corn?</p> <p>Do you think the orphan boy succeeded in finding something good for his people? Why or why not?</p> <p> (This is an opportunity for a collaborative talk structure.)</p> <p>Why are folktales important to think about?</p>	<p>The people of the village always leave part of the corn in the field after the harvest to share with the crows and other birds.</p> <p>Answers may vary: I think he found something very good for his people. The corn was sweet to eat. It also provided another source of food for them besides hunting.</p> <p>Folktales help us learn important lessons and teach us what values were important to people of the past. We can find ways to think about what these values mean to us today even though our cultures are different.</p>

NATIONS OF THE SOUTHEAST – READING 2, QUESTION SEQUENCE 2, DAILY TASK 8**TEXT**

Text: *Nations of the Southeast*

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

LESSON OBJECTIVE(S) FOR THIS READING

Students will learn how tribes of the Southeast thrived through interdependent government relationships and interdependent trade agreements between other tribes. To achieve this understanding, students will:

- develop an understanding of the different government systems of the tribes through the main idea and details of the text; and
- write a narrative explaining the importance of fair trading within the tribes in order to promote peaceful relationships.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- councils (explicit)
- matrilineal (embedded)
- merits (embedded)
- classes (embedded)
- commoners (embedded)
- inherited (embedded)
- abundant (explicit)

The following words will be reinforced in our reading:

- clans
- palisades

DAILY TASK

Imagine you are a member of a tribe in the Southeast who wishes to trade for needed goods with a tribe outside your region. Write a speech that you will deliver to your chief asking permission to trade with this

tribe. In your speech, talk about your future experience with this tribe as you seek to have a peaceful and fair exchange of goods. Your speech should address the chief by name, respectfully ask permission to trade, include your method of travel, the items you wish to trade and why, and how you will deal respectfully with the other tribe.

As you write your speech, remember to:

- establish a situation narrated by a member of the Southeast tribe traveling to trade items with people from another nation;
- use dialogue and/or descriptions of actions, thoughts, and feelings to show how you respond in the situation;
- use temporal words and phrases to signal event order; and
- provide a sense of closure.

As you deliver your speech, remember that you will not simply read your narrative word-by-word, but will speak from talking points. You may use notecards.

POSSIBLE STUDENT RESPONSE

Fully Drafted Speech:

Chief _____,


I respectfully ask you to grant me permission to trade with the Natchez tribe. I would like to trade our salt for their yaupon leaves. I know it would be a long journey but I am strong and brave, and I am willing to make the journey so that our tribe can thrive. The yaupon leaves would benefit our tribe in many ways. With the yaupon leaves, we could make tea that would cleanse our bodies and help us live happier and healthier lives. We could also drink the tea before we made important decisions in our council meetings and before our ceremonies. The tea would clear our minds and help us make wise decisions. First, I plan to travel by canoe up the river to the Natchez village. When I arrive at the village, I will humbly seek permission to speak to their chief. If I am granted permission to speak with their chief, then I will ask the chief if he would trade yaupon leaves for our wonderful salt. I will tell the chief how the salt will be a great resource for his people and how it will help them survive the long winters. I will be fair in my trade so that peace will remain among our tribes. When the trade is complete, I will travel back down the river and bring the yaupon leaves to our tribe. I ask that you grant me permission to trade with the Natchez tribe so that we can live healthier lives.

Condensed Bulleted Points for Delivering Speech:

- Asking permission to trade
- What to trade? (salt for youpon leaves)
- Why? (For our tribe to thrive)
- Benefits of youpon leaves:
 - Cleanse body
 - Clear minds for wise decisions
- How?
 - Travel by canoe
 - Ask to speak with chief
 - Ask chief to trade-share benefits of salt

- Be fair in trade
- Travel back

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read pages 20-21 and 26-27 of the text. Students may continue adding new learning to the co-created anchor chart about Southeast American Indians started in the Day 7 lesson.</i></p> <p><i>Teacher's Script: "Let's learn about the government systems within the Southeast tribes and how these tribes maintained peace through fair trading practices."</i></p>	
Pages 20-21	<p>How did the tribes in the Southeast govern themselves?</p> <p>How is this government structure similar to the Northeast tribes?</p> <p><i>Teacher's Note: You may want to refer back to page 11 of Life in a Longhouse Village to support student thinking.</i></p>	<p>Each town had one or more chiefs who ruled in times of peace and war. Leaders sometimes inherited their roles, while others were chosen for their merits.</p> <p>Both nations had sachems, or chiefs, who ruled in times of war and peace. Also, both nations had council meetings to discuss important issues.</p>
Page 21	How do the illustrations and captions on page 11 of <i>Life in a Longhouse Village</i> and page 21 of <i>Nations of the Southeast</i> help us understand their beliefs about respect and interdependence?	The text tells us that the sachem, or chief, along with other council members made important decisions together. The illustrations show the chief standing in the center of the meetings which helps us understand the respect they might have had for his opinions on issues.
Page 26	<p>Why did people of the Southeast nations trade outside their region?</p> <p>How did the people ensure successful trading?</p> <p>The text tells us that the men traveled trade</p>	<p>They traded for goods that they wanted or needed.</p> <p>The men and women all worked together to prepare goods for trading. The traders treated each other with respect, and made sure the trade was fair for everyone involved.</p> <p>Using lakes and rivers to trade might allow the men to travel faster and</p>

	paths that included lakes, rivers, and paths several times a year. Why do you think waterways, such as lakes and rivers, were used during times of trading?	farther than on foot. Also, their canoes would probably carry more than the men could when traveling on foot.
Page 27	What did the Tunica and Caddo tribes do with their abundance of salt?	<p>The Tunica and Caddo tribes had an abundant supply of salt and traded it with other tribes who did not have salt.</p> <p>Different tribes traded items with each other that weren't available in their region. For example, the Southeast tribes may have traded salt for tea leaves that grew along the coasts. The Tunica and Caddo tribes had an abundant supply of salt and traded it with other tribes who did not have salt.</p>
After Reading	<p>How did nations of the Northeast and Southeast use trade to survive and thrive? Use text evidence in your discussion.</p>  (This is an opportunity for a collaborative talk structure.)	<p>The nations of the Northeast and Southeast used trading to obtain goods that were scarce in their region. This made their lives easier and more enjoyable. Without needed goods like fur pelts and warm clothing, tribes may not have been able to survive. Canoes created more opportunities for travel and trade across many nations. Tea leaves were important to help them cleanse their bodies and minds in order to be healthy and make good decisions in important government meetings.</p>

CHEROKEE HISTORY AND CULTURE (CHAPTER 3) – READING 1, QUESTION SEQUENCE 1, DAILY TASK 9

TEXT

Text: *Cherokee History and Culture*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

1100L-1200L (based on Lexile analyzer)

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is moderately complex. The organization of the text is evident with chapters detailing specific aspects of Cherokee history and culture. The text features, such as headings, captions, sidebars, and bolded words, enhance the reader's understanding of the text, and the graphics, which include both photographs and authentic artwork, are also supplemental to understanding the text.

LANGUAGE FEATURES

The language features are moderately complex. The text is explicit and easy to understand and includes a mix of simple and complex sentences. Some subject specific vocabulary, such as rituals, stockade, and consensus, are included in the text.

MEANING/PURPOSE

The text is slightly complex due to content that is clear and narrowly focused. The text details the origins of the land, history, way of life, and present day living of the Cherokee Indians. For the purpose of this read, students will be focused on reading about specific aspects of their traditional way of life, such as farming, trade, governing, family life, stories, and games.

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. Students may find aspects Cherokee customs unfamiliar. They may also be surprised to learn how skillful they were at farming and how highly organized their villages were.

LESSON OBJECTIVE(S) FOR THIS READING

Students will learn more about how the American Indians of the Southeast survived and thrived by examining aspects of the Cherokee traditional lifestyle. To achieve this understanding, students will:

- determine how teamwork helped the Cherokee people survive using details from the texts;
- summarize how the Cherokee governed themselves and valued all roles in the village based on the main idea and details of the texts; and
- analyze the interdependent relationship between the Cherokee people and nature using details from the text.

VOCABULARY

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- plots (embedded)
- consensus (embedded)
- stockade (embedded)
- harmony (explicit)
- vital (embedded)
- counterclockwise (embedded)
- sacred (embedded)

The following word will be reinforced during our reading:

- rituals

DAILY TASK



The daily task will be completed after reading *The Girl Who Helped Thunder* “The Ball Game Between the Birds and the Animals”.

POSSIBLE STUDENT RESPONSE

See the daily task and possible student response for *The Girl Who Helped Thunder*.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher’s Note: Read aloud Chapter 3 “Traditional Way of Life” from Cherokee History and Culture. Students may continue adding new learning to the co-created anchor chart about Southeast American Indians started in the Day 7 lesson.</i></p> <p><i>Teacher’s Script: “We have learned many details</i></p>	

	<i>about the indigenous people in the Southeast region of North America more in general. Now, let's focus specifically on the traditional way of life of the Cherokee."</i>	
Page 20	How did the Cherokee show teamwork as they farmed?	In addition to their own family's fields, they had farm plots where everyone worked and helped each other.
Page 21	Why do you think the author entitled this section of the text "A Land of Plenty"?	In addition to being expert farmers, there were so many other natural resources for the Cherokees to harvest. There were many things they gathered throughout the year—nuts, wild onions, and blackberries. There were also many types of wildlife available to them to hunt in the region of the Southeast.
Page 22	What is the difference between a majority vote and a consensus? Knowing that most Cherokee people finally reached an agreement after discussing the issues of the town, what does that tell you about the way they governed themselves?	A majority vote means that more than half of the voters would agree on a matter. A consensus means that almost everyone would have the same opinion on an issue. The Cherokee allowed all people to speak. That tells me they valued everyone in the village. Although people were free to make their own decisions, coming to a consensus shows they were willing to patiently discuss issues and their goal was unity in their town.
Pages 22-23	How did everyone in the village work together in order for their village to thrive?	The children spent time playing and learning to hunt. Usually, the women worked at home, tended the gardens, and made clothes. The men often hunted, made weapons, and fought enemies, if needed. Sometimes, the women could also help in battle.
Pages 24-25	How were traditional stories also important to the Cherokee people? What does the traditional story mentioned on page 24 teach us about the Cherokee people?	Stories were also important to the Cherokee because they helped children learn about their history, traditions, culture, and beliefs. The story shows us that the Cherokee people respect animals and see the importance of living in harmony with the earth.

Pages 24-25	<p>Why do you think games might have been vital to Cherokee traditional life?</p>  (This is an opportunity for a collaborative talk structure.)	Games allowed different towns to come together. It also gave them a chance to have some fun after the planting season. You also have to practice teamwork in stickball in order to have victory.
After Reading Page 25	What does the authors' use of photographs help you to realize about the Cherokees' traditional way of life?	I am able to better understand what life was like in the past. The pictures also show me that many of the same traditions are important to them in modern times, too. Even today, stickball is played by Cherokee women and many other tribes in North America.
Pages 26-27	<p>According to the myth, or folktale, of "The Animals' Ball Game", how were flying animals created?</p> <p><i>Teacher's Note: Students will hear another version of this story in the next session.</i></p>	The bat was created by adding wings made from drum skins. The squirrel's skin was stretched on each side between its front and back legs so that it could fly.
Page 28	Why do the Cherokee people continue rituals, ceremonies, and traditional ways of living?	They feel that these practices help maintain balance and harmony with the earth.
Page 29	<p>How would you describe the Cherokee Stomp Dance?</p> 	The Cherokee Stomp Dance is a sacred dance performed in a counterclockwise direction around a sacred fire. It is usually performed from spring through the fall.

THE GIRL WHO HELPED THUNDER “THE BALL GAME BETWEEN THE BIRDS AND THE ANIMALS”– READING 1, QUESTION SEQUENCE 3, DAILY TASK 9

TEXT
<p>Text: <i>The Girl Who Helped Thunder “The Ball Game Between the Birds and the Animals”</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Shared Reading</p>

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
820L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is slightly complex. The text is organized in a clear, chronological, and easy to predict manner which tells of an animal ball game. The animals engage in dialogue throughout the tale.	The language features are moderately complex. The conventions are largely explicit and easy to understand with occasional references to more complex meaning. The vocabulary is mostly familiar. A variety of sentence structures are present including simple, compound, and some complex constructions.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The meaning of the text is very complex. This folktale celebrates the importance of ball games to the Cherokee people, but as the story progresses a message of never underestimating others because of their size is revealed.	The knowledge demands of the text are moderately complex. Both the ideas of playing ball games and being excluded due to size might be familiar to readers.

LESSON OBJECTIVE(S) FOR THIS READING

Students will learn more about how the American Indians of the Southeast survived and thrived by examining aspects of the Cherokee traditional lifestyle. To achieve this understanding, students will:

- compare and contrast two versions of a Cherokee folktale using details from the texts;
- analyze the folktale to determine its central message through the main idea and details of the text; and
- convey the importance of teamwork and rituals within the Cherokee nation using details from the text by creating a creative work that explains or celebrates their beliefs.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- underestimate (explicit)
- boastful (embedded)
- rejoicing (embedded)

DAILY TASK

Based on what you have learned about the Cherokee people, work with a partner or small group to create a story or stomp dance that explains or celebrates an aspect of nature important to the Cherokee belief system or way of life. Afterwards, be ready to share the significance of the story or dance with another group.

Your creative work should:

- be a story or stomp dance connected to the Cherokee lifestyle; and
- explain or celebrate an aspect of nature important to them.

Use the prompting questions in your student packet to guide your discussion. As you share remember to:

- orally express the significance of the story or stomp dance;
- ask and answer questions with appropriate detail; and
- speak in complete sentences to provide details and clarifications, as needed.

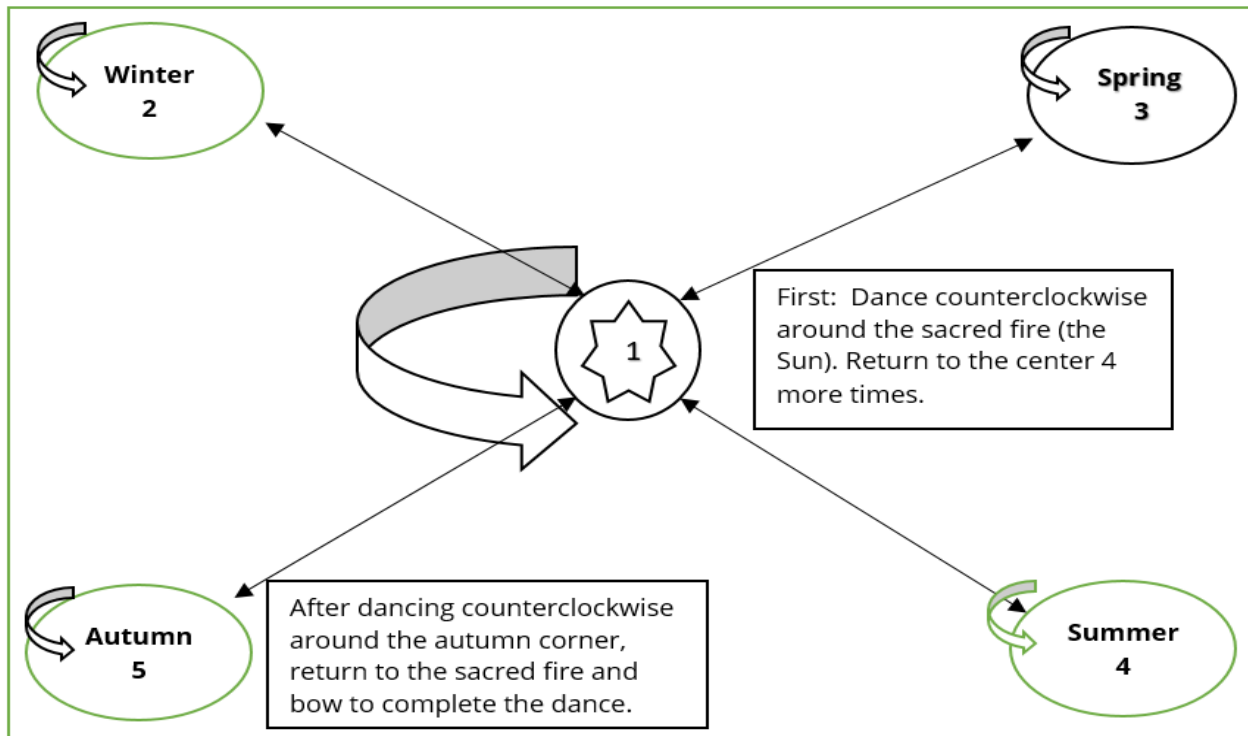
Teacher's Note: A variety of traditional dances (e.g., Corn Dance, Bear Dance, Ant Dance) and Stomp Dances can be viewed using the following link:

<https://www.youtube.com/watch?v=w1MlxTRkHsw>

The performance is by the Tsa-La-Gi Touring Group from Cherokee North Carolina and was webcast and recorded in the Potomac Atrium of the National Museum of the American Indian on June 10, 2016. The Stomp Dances are performed by members of the Cherokee nation begin at approximately 11:30 minutes into the recording. The final dance, the friendship dance begins at approximately 25:00 minutes into the recording.

POSSIBLE STUDENT RESPONSE

Stomp Dance Sketch:



How would you explain your dance or your story?

Begin the “Seasons Stomp Dance” around the sacred fire. Dance around the sacred fire in a counterclockwise way with your arms in a circle above your head. Then, dance to **winter** corner moving counterclockwise with your arms linked together with your group. Return back to dance around the sacred fire. Next, dance to the **spring** corner moving your arms up and down from your above your head to your knees as you circle once in a counterclockwise way. Return back to dance around the sacred fire. Afterwards, dance to the **summer** corner stomping your feet firmly on the earth as you move in a counterclockwise circle. Return back to dance around the sacred fire. Finally, dance to the **autumn** corner moving your arms in and out from your chest out as far as you can reach. Finally, dance back to the sacred fire. Circle the sacred fire and bow down to the ground to end the dance.

What is the significance of your story or stomp dance?

The “Seasons Stomp Dance” is significant because it celebrates the seasons and shows how the sun is central to keeping balance on the earth throughout the year.

How does your story or stomp dance connect to the Cherokee lifestyle or celebrate nature?



The Cherokees were expert farmers. They knew that each season was important and followed a pattern. They wanted to be in harmony with worlds above and below the earth.

Why could this story or dance have been important to the Cherokee people?

The “Seasons Stomp Dance” could have been important to the Cherokee people because much of their lifestyle was based on farming. In the autumn, the people would gather large crops of nuts. In the dance, moving arms outward from the chest represents gathering. In the spring, the rains would help wild onions grow. In the dance, extending hands up and down from above the head to the waist represents rain. In the summer, the earth produces many crops such as corn, beans, and squash. In the dance,

stomping the ground shows that these gifts come from the earth. In the winter, the farmers allow the earth to rest and linking arms in the dance shows that the people and the earth have worked together to be sustained through the winter. A final bow to the sun shows proper respect to the sun for its completion of its journey across the Sky Vault for another year.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read pages 19-21 of The Girl Who Helped Thunder (including the italicized introduction) as a shared reading. Students may continue adding new learning to the co-created anchor chart about Southeast American Indians started in the Day 7 lesson.</i></p> <p><i>Teacher's Script: "Now you will read a slightly different version of the myth, or folktale, I just read to you."</i></p>	
Page 19	<p>What do we know about folktales?</p> <p>What do you think the author means when he states that this tale reminds us never to underestimate anyone, no matter how small?</p>	<p>Folktales are told to entertain and teach important lessons.</p> <p>The author may want us to know that size doesn't matter. We shouldn't think that someone is less important because they are small.</p>
Page 19	Why do you think Bear and Eagle were both captains of the teams?	The eagle and bear are very strong animals. American Indians have great respect for them. I remember in the Abenaki poem, "Moon of Wild Rice", that Bear and Eagle became the first humans.
Page 19	Why might Bear have been so boastful?	Maybe Bear thought that four-legged animals would always have a better chance of winning because of having more legs than the birds of the sky, and they would also have a big size advantage over them, too.
Page 19	Based on what you just heard about Cherokee rituals and beliefs, why do you think that both teams had a great dance the night before the game?	Games were vital to Cherokee traditional life. The dance might have been a way to try to ensure victory for their team.

Page 21	How were the smallest of the creatures important to the outcome of the game?	At first, Bear thought this would be an easy victory. However, everyone except for the flying squirrel and bat, was tired of playing their game at the end of the day. They surprised the deer, stole the ball, and raced toward the goal to end the game. Even though bat was small, he was a great flyer!
After Reading	<p>Based on what we have read about teamwork, why do you think the authors wanted to include this folktale in this collection? What did they want you to know about size?</p>  (This is an opportunity for a collaborative talk structure.)	The authors wanted to remind readers that games are about teamwork. No one should ever be too boastful. Also, size doesn't matter. We should never underestimate someone because of their size.
After Reading	<p>What similarities and differences do you notice between the two versions of the animals' ballgame story?</p> <p>How does this folktale help us understand the Cherokee people and their way of life?</p> 	<p>Both stories describe a ballgame between the four-legged animals and birds. Both stories tell of the birds allowing the small animals to play on their team. Also, both stories tell of using skin from a drum to make wings for one of the creatures and stretching the other creature's own skin. However, in the first story we read that the birds dropped the ball thrown to them by the squirrel narrowly escaping the bear's grasp. The martin swooped in just in time and passed the ball to the bat to score.</p> <p>This folktale helps us understand that games were an important part of Cherokee life. Everyone has value and a role to play as a member of a team or tribe.</p>

ALTERNATIVE SHARED READING OPTIONS

First Fire: A Cherokee Folktale by Nancy Kelly Allen

TEXT

Text: *Hunting with Native Americans*

Question Sequence: Third Read

Instructional Strategy: Interactive Read Aloud

LESSON OBJECTIVE(S) FOR THIS READING

Students will learn how tribes of the American Southeast relied on hunting and fishing to survive. To achieve this understanding, students will:

- determine various hunting and fishing techniques of the Southeastern tribes through the main ideas and details of the text;
- compare and contrast the differences among regions of the Northeast and Southeast and how they impacted hunting and fishing using evidence from the texts; and
- consider how successful interdependence through trade and teamwork impacted hunting and fishing in the Southeast using evidence from the text.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- prominent (embedded)
- game (embedded)
- snares (embedded)
- bolas (embedded)
- sinew (embedded)
- muskets (implicit)
- sacrifice (explicit)

DAILY TASK

Explain the similarities and differences of the hunting and fishing practices of the Northeast and Southeast tribes. How were each of these people groups dependent upon and influenced by the region and its resources?

Partner Activity: To help you compare and contrast the hunting and fishing practices of the tribes of these regions, work with a partner to complete the graphic organizer in your student packet. Both you and your partner will be responsible for representing a different region and considering the differing regional

practices. Together, decide which hunting and fishing practices are the same.

Independent Writing: Using the information that you thought about in your graphic organizer, create a comparative paragraph that explains the similarities and differences of the hunting and fishing practices of the Northeast and Southeast tribes. As you write your comparative paragraph, remember to:

- introduce your topic;
- include details and vocabulary from the text and your graphic organizer;
- use linking words or phrases to connect your ideas; and
- provide a conclusion.

After completing your writing, share your work with a different classmate. Discuss the similarities and differences you each wrote about.

As you talk with your partner remember to:

- ask and answer questions with appropriate detail; and
- speak in complete sentences to provide details and clarifications, as needed.

Helpful conversation stems might include:


- I agree with you about...
- I disagree with you because...
- What questions do you have about my ideas?

POSSIBLE STUDENT RESPONSE

The American Indians of the Northeast and the Southeast hunted and fished as part of the search for food. Some of their practices were the same, such as banding together to hunt deer in large drives or using traps to catch fish. However, the region in which they lived impacted these practices. For example, growing crops was a big part of life in the Southeast region. The long growing season helped them harvest many types of plants. The people of the Northeast mostly gathered wild plants, hunted, and fished. When it snowed during the cold winters of the Northeast, those tribes had to adapt their hunting and fishing in order to find food, also. Each people group learned to adapt based on the region in which they lived and the resources available to them.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read aloud Chapter 3 "Hunting in the Southeast" from Hunting with the Native Americans. Students may continue adding new learning to the co-created anchor chart about Southeast American Indians started in the Day 7 lesson.</i></p> <p><i>Teacher's Script: "Now, we will think about hunting and fishing practices in the Southeast and consider how they are similar and different</i></p>	

	<i>to those of the Northeast tribes."</i>	
Page 21	<p>As compared to the Northeast Indians, why was hunting of less importance for the tribes of the Southeast?</p> <p>In Chapter 3 "Hunting in the Southeast", why did the author want us to know that the Powhatans were primarily farmers and that they sometimes hunted to feed their families?</p> <p>How did the geography of the land impact the tribes' hunting practices of the Southeast and Northeast differently?</p>	<p>Tribes of the Southeast lived in a region that supported planting crops. The growing season was longer than in the Northeast. Tribes of the Northeast needed to use other ways of obtaining food like hunting and fishing more because they couldn't grow enough food to feed their families in the shorter growing season.</p> <p>The author wanted us to know that hunting and fishing were still important, but Southeastern tribes were expert farmers. They were primarily farmers because of the region in which they lived.</p> <p>I remember that, in the Southeast, the land is fertile, and the long growing season allows for more crops to be grown. In the Northeast, the growing season and conditions of the land made farming more difficult.</p>
Page 22	What kinds of tools did hunters use besides bows and arrows?	Hunters used snares and traps to catch small game. Ducks and birds could even be trapped with bolas. Sometimes Southern Indians would even hide underwater and breathe through hollow reeds to wait on a bird to land.
Page 23	<p>How does the illustration on page 23 show evidence of cooperation?</p> <p>How does the author's choice of art and the caption help us notice how trade with whites begins to influence the previous American Indians hunting traditions?</p>	<p>Several American Indians are hunting together. Some are using bows and arrows, while others are taking beavers from the water.</p> <p>The authors chose art that depicts the influence of trade with the whites. Some of the American Indians were using muskets they had traded for instead of bow and arrows.</p>

Pages 24-25 and Chapter 2, pages 18-19	<p>Deer hunting was important to both Northeastern and Southeastern American Indians. How are their hunting practices of deer similar or different?</p>  (This is an opportunity for a collaborative talk structure.)	<p>Deer drives were used in the north and south alike. Other practices of the Woodland Indians of the Northeast included setting fire to parts of the forest to encourage new fresh growth of grasses the deer liked, imitating deer sounds, or distracting them with bright lights. When hunting alone, a hunter in the Southeast may even dress in a deerskin to camouflage himself.</p>
Page 26	<p>How did the practices of storing foods differ in the Northeast and Southeast regions? Why did they store foods in these ways?</p>	<p>The warmer temperatures of the Southeast caused the tribes to find ways to keep their extra food cool. The temperatures are cooler by the water. The tribes of the Northeast protected their extra food from the cold weather by digging pits.</p>
After Reading	<p><i>Teacher's Script: "Now that we have read several texts about the Southeast American Indian tribes over the last few days, let's revisit our essential question. How have the people and nations in the past survived and thrived?"</i></p> <p><i>Teacher's Note: Record student responses on the Essential Question Chart in the Southeast Tribes column. See an example of the chart in the Resource section of this lesson.</i></p>	

RESOURCE

Sample Essential Question Chart: Teachers may wish to ask students to refer back to the essential question chart to support students synthesize how past American Indian of the Southeast region survived and thrived.

Essential Question Chart		
How have people and nations in the past survived and thrived? What have they "depended on"?		
Northeast Tribes	Southeast Tribes	Plains Tribes

NATIVE PEOPLES OF THE PLAINS (INTRODUCTION AND CHAPTER 1) – READING 1, QUESTION SEQUENCE 1, DAILY TASK 11

TEXT

Text: *Native Peoples of the Plains* (<https://www.getepic.com>)

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

900L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is moderately complex. The text is organized as an informational text with a table of contents, glossary, index, headings, text features such as photos, and diagrams with explanations. The text features support the reader's understanding of content.

LANGUAGE FEATURES

The language features are moderately complex. The text is explicit and easy to understand, with mostly familiar vocabulary. It contains mostly simple and compound sentences, with some complex constructions.

MEANING/PURPOSE

The purpose of the text is slightly complex. The purpose is explicitly stated in the title. It is about how Plains Indians lived long ago. The text is clearly divided into chapters, and each chapter is narrowly focused within those pages.

KNOWLEDGE DEMANDS

The knowledge demands for this text are moderately complex. It relies on common, practical knowledge of how people live within a community and some discipline-specific knowledge of how American Indians lived long ago.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand how bison supported the everyday life and survival of the Plains Indians. Students will learn how the interdependent government systems of the Plains American Indians allowed them to survive and maintain peace. To achieve these understandings, students will:

- develop an understanding of the leadership and councils of the tribes and how they worked together to maintain peace through the main idea and details of the text; and
- analyze ideas across texts of how bison impacted the ways of life of the Plains American Indians.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- vast (embedded)
- nomadic (explicit)
- arid (embedded)

DAILY TASK


The daily task will be completed after reading *The Girl Who Helped Thunder* "How the Buffalo Came to Be".

POSSIBLE STUDENT RESPONSE

See the daily task and possible student response for *The Girl Who Helped Thunder* "How the Buffalo Came to Be".

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read pages 4-17 of the text. (Introduction and Chapter 1) as a read aloud. As texts about American Indians of the Great Plains are explored, new learning may be added to a co-created anchor chart. See an example in Resource section of this lesson.</i></p> <p><i>Teacher's Script: "We have learned about the American Indian ways of life in the Northeast and Southeast. Now, let's learn about the Plains Indians' way of life and how they depended upon their environment and each other to survive and thrive."</i></p>	

Page 5	Based on <i>Thirteen Moons on a Turtle's Back</i> and <i>Native People of the Plains</i> , what significance did the moon have on the American Indians' way of life?	American Indians used the moon, and the phases of the moon, to tell time. They divided the year up by the 12-13 complete phases of the moon.
Page 7	What were some unique differences among nations of the Plains?	Each nation had its own unique government, culture, and language.
Page 7	How were the nation's ways of life impacted by the region in which they lived?	<p>Western nations were nomadic because they followed herds of animals that were hunted for meat. These animals moved across arid plains in search of grass, and the hunters traveled in search of them.</p> <p>Eastern nations were more settled because they had a water source which enabled them to farm the land.</p> <p>Some nations, like the Lakota, were seminomadic. They traveled in the winter to hunt animals and stayed in one place during the growing season to harvest their crops.</p>
Pages 6-7	<p>Based on the map, where did the Plains Indians live in relation to the Northeast and Southeast Indian tribes?</p> <p>How are the Plains Indians alike or different from the Northeast and Southeast nations that we have been studying?</p>	<p>The Plains Indians lived in the central part of the country to the west of the NE and SE Indians.</p> <p>Some of the Plains Indians were nomadic because they relied so much on hunting for food. The nations of the Southeast had an abundance of natural resources and animals near their homes.</p> <p>Farming occurred among all of these nations if a water source was available to them.</p>
Page 10	Describe the land of the eastern Plains Indians and how Plains Indians gathered food.	The eastern Plains Indians lived near green, tall grasses and rich river valleys. They mostly planted corn, beans, and squash. Along the water, they hunted for quail, turkey, rabbits, elk, and deer.
Page 13	Describe the land of the western Plains Indians and how western Plains Indians gathered food.	The western Plains' Indians lived near short grasses by the Rocky Mountains. They followed and hunted bighorn sheep, antelope, and moose. They ate chokecherries, sunflower seeds, dandelions, and turnips.

Page 13	What role did each family member have in survival of their life in the plains?	The men and boys hunted bison. The women and young girls made utensils with all parts of the bison. They also did the farming, cooking, and most of the food gathering.
Page 13	<p>In the section entitled “Homes” on page 13, what does the author say are the different types of Plains Indian homes and how do they use them?</p> <p>What advantages did the tipis play in the lives of the nomadic tribes of the plains?</p>	<p>The Plains Indians homes were earth lodges, grass lodges, and tipis. They built earth and grass lodges in their villages, and they used tipis when they traveled away from home.</p> <p>The tipis were easy to take down. The text states that the tribe members could work together and take down a tipi in just a few minutes. This would allow them to quickly follow the herds they were hunting.</p>
Pages 15-16	<p>How did the Plains tribes depend on each other for survival?</p> <p>What role did communication play in this interdependence?</p>	<p>The Plains tribes traded animal skins, furs, bison meat, and crops with other tribes.</p> <p>Since they spoke seven different languages, they had to create a way to communicate in order to trade and thrive. They developed a sign language with over 3,000 signs. They also used smoke signals to communicate warnings or practical messages with each other across long distances.</p>
After Reading	<p>Why did the author entitle Chapter 1 “Gifts of the Plains”?</p> <p>What do you think were the “gifts of the plains”?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>The author wanted us to see that there are natural resources on the plains that support life.</p> <p>The gifts of the plains were all the natural resources like water, plants, and animals that the people could use to survive and thrive on the plains.</p>

RESOURCE

Sample Anchor Chart: Teachers may wish to create an anchor chart summarizing information learned throughout this section of the unit.

Plains American Indian Tribes	
Tribes	
Homes	
Daily Life	
Food Hunting Practices	
Government Leadership	
Roles of Tribal Members	
Trade	
Geography	

THE GIRL WHO HELPED THUNDER “HOW BUFFALO CAME TO BE”– READING 1, QUESTION SEQUENCE 5, DAILY TASK 11

TEXT	
<p>Text: <i>The Girl Who Helped Thunder “How the Buffalo Came to Be”</i> (Lakota)</p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Shared Reading</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
820L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is slightly complex. The organization of the text is chronological and easy to predict. The folktale is about how the Lakota people became known as the Buffalo Nation.	The language features are slightly complex. The vocabulary in the text will be mostly familiar to students, with only a few American Indian names (e.g., Tatanka, Tokahe, Lakota). The sentence structure consists of mainly simple and compound sentences.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The level of meaning is moderately complex. There are multiple levels of meaning in the story, and they are clearly distinguished from each other.	The knowledge demands are moderately complex. The experiences portrayed are not common to readers but are easily understood and explained in the text. There are references to American Indian cultural elements.

LESSON OBJECTIVE(S) FOR THIS READING
<p>Students will learn how the interdependent government systems and natural resources of the Plains Indians allowed them to survive and maintain peace. To achieve this understanding, students will:</p> <ul style="list-style-type: none"> develop an understanding of the leadership and councils of the tribes, and how they worked together to maintain peace through the main idea and details of the text; and write a poem explaining how bison impacted the ways of life of the Plains Indians using key details from the text.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- encompasses (embedded)
- unanimous (explicit)
- raided (embedded)
- admirable (embedded)
- tame (embedded)
- efficient (explicit)
- migratory (embedded)sacrifice (embedded)

The following word will be reinforced during our reading:

- lodge
- continent

DAILY TASK

Using information from *Native People of the Plains* and "How the Buffalo Came to Be", collaborate with a partner to create an acrostic poem and graphic representation that explains how the hunting of the buffalo impacted the ways of life for the Plains Indians. Be prepared to present your acrostic poem and explain your graphic to your classmates.

Your acrostic poem should:

- use the letters of the word bison or buffalo to begin each line of the poem;
- include all lines relating to the focus word;
- include details and vocabulary from the texts; and
- include examples of the impact of the buffalo to the Plains Indians' survival.

Your graphic representation should:

- represent American Indian artwork that might be found on clothing or tipis; and
- support the message of your poem.

Your presentation should:


- provide relevant facts and descriptive details about your topic; and
- include clearly spoken words and appropriate pacing.

(Teacher's note: Examples of similar graphic representations are found specifically on page 39 and throughout *The Girl Who Helped Thunder*.)

POSSIBLE STUDENT RESPONSE

Bands come together to hunt you
In disguises we surround you
Shooting arrows in your side
Over the cliff you fall
Needing your enormous sacrifice to give us life

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read the introduction of the Great Plains on page 31 as a shared reading experience.</i></p> <p><i>Teacher's Script: "Let's learn how the geography and resources of the Great Plains helped the American Indians survive and thrive."</i></p>	
Introduction, Page 31	<p>What was the geography of the Great Plains like, and how did it contribute to the survival of the American Indians?</p> <p>How did the white men impact the life of the American Indians of the Great Plains?</p>	<p>The Great Plains were wide, flat, and grassy. Great herds of buffalo roamed the plains and ate the grasses. The American Indians were able to hunt the buffalo and use them for survival.</p> <p>The Anishabe tribe was able to obtain guns from the white men, and they used these guns to force the Sioux and Cheyenne tribes off their lands, so that they could take over their lands.</p>
	<p><i>Teacher's Note: Read the folktale in its entirety before asking the questions. Students may also want to refer to a map to locate the Mississippi River, the Rocky Mountains, and the wide, flat region of the central part of the continent as the Great Plains. If an interactive map is being used, students may add a symbol on the map for bison in the Great Plains Region. Also, as texts about American Indians of the Great Plains are explored, new learning may be added to a co-created anchor chart. See an example of the chart in Resource section of lesson 11.</i></p> <p><i>Teacher's Script: "Let's read another American Indian folktale to learn how the Lakota tribe of the Great Plains became known as the Buffalo Nation."</i></p>	

Page 38	<p>Describe the conflict between Tokahe and Tatanka at the beginning of the story?</p> <p>How do you think Tatanka felt when Tokahe decided the Lakota people would leave the underworld? Why do you think he felt that way?</p>	<p>Tokahe thought life on the surface would be easier, and he wanted the Lakota people to live on the surface. Tatanka thought life on the surface would be difficult and not easier, and he did not want the Lakota people to go to the surface.</p> <p>Tatanka probably felt disappointed or sad because they didn't listen to his wisdom.</p>
Page 39	What does Tatanka mean when he says, "I will be the life of your nation?"	When Tatanka said, "I will be the life of your nation", he meant his gift of the buffalo would be their source of many parts of life.
Page 40	In what ways did the sacrifice of Tatanka help the Lakota people?	The sacrifice of Tatanka helped the Lakota people by giving them meat for food, clothing for protection against the cold, tools to help their everyday way of life, and fuel for their fires.
Page 39	What does the illustration show on page 39? How does the illustration help us better understand the story?	It shows a buffalo skin with a picture of a man, probably Tatanka, with a buffalo head and little buffaloes coming out of him. The picture helps me see how Tatanka became many buffaloes for the people.
After Reading	What might have happened if Tatanka had not sacrificed himself?	If Tatanka had not sacrificed himself, the Lakota people probably would not have survived the cold winter and may have starved to death.
Prologue	Why do you think the Lakota people retold this folktale to their people?	The Lakota people probably retold the folktale so their people would never forget how important the buffalo are to their survival and way of life.
Page 40	<p>How does this folktale illustrate the ways in which the Lakota people survived and thrived because of the buffalo?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	The Lakota people depended on the buffalo in many ways. The buffalo provided a resource to trade. All of the parts of the buffalo were used to make their lives easier. One example would be that they made spoons and ladles from the horns of the buffalo. Even the hides of the buffalo were used or traded for clothing and shelter.

ALTERNATIVE SHARED READING OPTIONS

The Star People: A Lakota Story by S.D. Nelson

NATIVE PEOPLES OF THE PLAINS (CHAPTER 2) – READING 2, QUESTION SEQUENCE 2, DAILY TASK 12

TEXT

Text: *Native Peoples of the Plains*

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand how interdependent relationships between tribal members allowed for everyday life and survival of the Plains Indians. To achieve this understanding, students will:

- develop an understanding of the leadership and councils of the tribes, and how they worked together to maintain peace through the main ideas and details of the text; and
- analyze how the introduction of the horse impacted the bison hunting teams, and how they worked together to provide food for the tribes through the main ideas and details of the text.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- society (embedded)
- bands (embedded)
- enormous (embedded)
- cradleboards (embedded)
- preserved (embedded)
- disputes (embedded)

The following word will be reinforced during our reading:

- council
- lodge
- inherited

DAILY TASK

The daily task will be completed after reading Chapter 4 of *Hunting with the Native Americans*.

POSSIBLE STUDENT RESPONSE

See the daily task and possible student response for Chapter 4 of *Hunting with the Native Americans*.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read pages 18-23 (Chapter 2) as a read aloud, omitting the sections on celebrations and ceremonial pipes on pages 20 and 21 of the text . As texts about American Indians of the Great Plains are explored, new learning may be added to a co-created anchor chart. See an example in Resource section of lesson 11.</i></p> <p><i>Teacher's Script: "Let's add on to our learning of how the Plains Indians hunted bison. We will also learn how their hunting practices changed with the introduction of horses."</i></p>	
Pages 19-20	<p>Describe the leadership of the Plains tribes.</p> <p>How is the leadership of the Plains tribes similar to or different from the Northeastern and Southeastern tribes?</p>	<p>Each nation had one or more chiefs. Elders were also important leaders. The elders met with the chiefs in council meetings to settle disputes among the bands and make important decisions about the nation. Elders and chiefs also made decisions about going to war and protecting themselves against their enemies. There were also healers called medicine men and medicine women, who were spiritual leaders.</p> <p>The leadership of the Plains tribes is similar to the Northeast and Southeast tribes because they all had chiefs who met in councils to make important decisions for the tribe.</p>
Page 21	How did the Plains Indians cooperate and depend on one another before, during, and after bison hunts?	Before the bison hunt, bands from the same nation came together for group bison hunts. The medicine man would consult the Great Spirit to ask him where the bison were running. When the answer came, they headed out together to hunt. The men wore deer or wolf fur on their heads and bodies to disguise themselves. They shot arrows at the bison and drove them over cliffs to their deaths. Then, they called for the women and children to skin the animals and cut up the meat. Afterward, everyone celebrated with a joyous feast.

HUNTING WITH THE NATIVE AMERICANS– READING 4, QUESTION SEQUENCE 4, DAILY TASK 12**TEXT**

Text: *Hunting with the Native Americans*

Question Sequence: Fourth Read

Instructional Strategy: Interactive Read Aloud

LESSON OBJECTIVE(S) FOR THIS READING

Learning Objective: Students will understand how interdependent relationships between tribal members allowed for everyday life and survival of the Plains Indians. To achieve this understanding, students will:

- understand how the introduction of the horse impacted the bison hunting teams, and how the teams worked together to provide food for the tribes through the main ideas and details of the text.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- feud (explicit)
- ambush (explicit)
- stunt (embedded)
- economic (explicit)
- adapt (explicit)
- harsh (embedded)

The following word will be reinforced during our reading:

- nomadic

DAILY TASK

Imagine you are a horse trader who traded horses for buffalo fur with a Plains American Indian tribe. You are telling other horse traders how your horses improved the hunting practices of the Plains American Indians. Using information from *Native People of the Plains*, *The Girl Who Helped Thunder*, and *Hunting with the Native Americans* describe how your horses helped the Plains American Indians thrive in their hunting practices and everyday way of life.


As you write your paragraph, remember to:

- introduce your topic;
- include facts and details about hunting practices using horses;
- use linking words or phrases to connect your ideas; and
- provide a conclusion.

POSSIBLE STUDENT RESPONSE

Horses made buffalo hunting much easier for the Plains American Indians. Before they traded for my horses, the men had to walk to where the bison were herding in order to hunt them. The men dressed up in wolf or deer fur and would sneak up on a herd of bison before shooting them with arrows. When they killed the bison, the women and children had to travel long distances to the dead buffalo in order to skin it and cut up the meat. After these tribes traded their buffalo furs for the horses, the men were able to get to the buffalo herds quickly, and after killing the buffalo, they pulled them back to the village using the horses. This allowed the women and children to be able to stay in the village and not have to travel to where the buffalo were killed. The also used the horses to drag their tipis so the tribe could move around more easily and follow the buffalo herds. With our trade, these tribes were able to hunt buffalo year-round. By killing more buffalo, the tribes were able to make more clothing, bedding, and tipis. They were also able to get more meat to feed their people. Horses improved the lives of the Plains American Indians and have allowed them to survive and thrive.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read Chapter 4, pages 28-37, as a read aloud experience. As texts about American Indians of the Great Plains are explored, new learning may be added to a co-created anchor chart. See an example of the chart in the Resource section of lesson 11.</i></p> <p><i>Teacher's Script: "Let's add on to our learning of how the Plains Indians hunted bison. We will also learn how their hunting practices and way of life changed with the introduction of horses."</i></p>	

Pages 29-30	Using information <i>from Native People of the Plains</i> and this text, describe how hunting buffalo was different before the Plains Indians used horses.	Before the introduction of the horse, multiple tribes would join together to hunt buffalo. Hunting teams moved from camp to camp by carrying everything on their backs, or on the backs of their dogs. The fastest men would scout for buffalo and when the buffalo were found, the entire camp would go on the hunt. The men carried the weapons and the women pulled the empty travois. The women would stand their travois up to make a curved fence. Some of the men would stand up and shout causing the herd to move toward the travois fence. As the buffalo moved toward the fence, other men would ambush the buffalo with arrows, spears and lances. The women would shout and the dogs would bark in order to further confuse the buffalo. Afterward, the chief would divide the meat equally between each family.
Page 33	What problems arose among the tribes because of the introduction of the horse?	When the Plains Indians got horses, they were able to get to the buffalo herds quickly. They were able to cover 10 times more ground than they had without horses. This led to tribal feuds because everyone wanted to hunt on the same land.
Page 33	Based on the illustrations on pages 31 and 34, how did the Plains Indians' ways of hunting change after the introduction of the horse to their tribes?	The illustration on page 31 show us how the hunting team had to slowly creep up to the buffalo and surround the buffalo on foot. This illustration also shows the danger of being on foot as it was easy to be killed or wounded by the hooves or horns of the stampeding buffalo. On page 34, we see that the hunting team was quickly able to surround the buffalo herd on horses and send the buffalo into an ambush. This made it safer and more efficient for hunting all year round.
Page 35	How did the horse help the Plains Indians thrive in their hunting practices and in their way of life?  (This is an opportunity for a collaborative talk structure.)	The horse changed how the Plains Indians hunted buffalo. Buffalo scouts used their horses to send signals to the hunting team. They would ride their horses in a zigzag pattern which would tell the others the size, distance, and

		<p>direction of the buffalo herd. The men would ride their horses into the buffalo herd and use lances to kill the buffalo. After killing the buffalo, the women would pull the buffalo back to the village with their packhorses. Horses also helped the tribes become more powerful because the horses allowed the tribes to hunt buffalo year-round. Buffalo became the main source of food, clothing, tools, bedding, and tipis for the Plains Indians, since killing buffalo became easier.</p>
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RESOURCE

Sample Essential Question Chart: Teachers may wish to create an essential question chart to support students synthesize how past American Indian tribes of various regions survived and thrived.

Essential Question Chart How have people and nations in the past survived and thrived? What have they “depended on”?		
Northeast Tribes	Southeast Tribes	Plains Tribes

A RIVER RAN WILD – READING 1, QUESTION SEQUENCE 1, DAILY TASK 13

TEXT	
<p>Text: <i>A River Ran Wild</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Shared Reading</p>	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
670L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is moderately complex. The organization is clear and chronological. Connections between the idea that the Nashua River was once clean and full of life until factories and mills polluted it is explicit and clear. Text features and graphics such as page borders with labeled artifacts of the time period directly enhance the meaning, and a timeline and maps on the front and back cover support understanding of the text. The illustrations directly support the meaning of the text.	The language features of the text are slightly complex. Vocabulary is mostly familiar. Some words may be unknown, such as thatch, progress, and descendant. There is occasional use of figurative language such as “towering forest” and a “river nestled in its valley, a silver sliver in the sun”. The sentence structure is a combination of simple, compound, and complex.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The purpose of the text is moderately complex. The purpose is implied, but easy to identify. The author is writing to explain what happened to the Nashua River and the people that once lived by and depended on it.	The knowledge demands are very complex. Readers should be familiar with the effect of pollution on wildlife, but may not fully understand how polluted waterways can affect humans’ way of life. Background knowledge of the Industrial Revolution will support and extend comprehension. The range of time that is covered in the text may impede comprehension for some readers. Background knowledge of what it takes to get laws passed and make a change as significant at this may be challenging for some readers.

LESSON OBJECTIVE(S) FOR THIS READING

Lesson Objective(s): Students will learn that the American Indians' unique respect of the land and all living things differed from the views of the Europeans. To achieve this understanding students will:

- contrast the American Indians and Europeans views about land and animals;
- draw conclusions about how these differing views led to conflicts and change; and
- make connections about how progress and invention have impacted our world over time.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- silt (embedded)
- philosophy (explicit)
- quench (embedded)
- wares (embedded)
- thatch (embedded)
- progress (explicit)
- descendant (embedded)
- nestled (embedded)
- conquer (embedded)
- vivid (embedded)

The following words will be reinforced during our reading:

- pelts
- preserve

DAILY TASK

Teacher's Note: Revisit the Author's Note and read aloud its remaining paragraphs at the beginning of A River Ran Wild. Take note of the illustrations and dates depicted in the inside cover of the text. Assign your students in small heterogeneous groups. Provide visual access to the Author's Note or inside front cover of the text.

Your group has been asked to create a circle timeline of the history of the Nashua River to display in the Fitchburg, Massachusetts Public Library. Think about the important events we read about within the text, the Author's Note, and the dates listed inside the cover of the text. Consider how the river changed throughout these years.

Your group's poster will include a summary of major events that occurred around the Nashua River Valley from the first settlement of American Indians to the present. After completing your group circle timeline, write an individual narrative paragraph from the perspective of the river in your student packet.

Your group circle timeline should include:

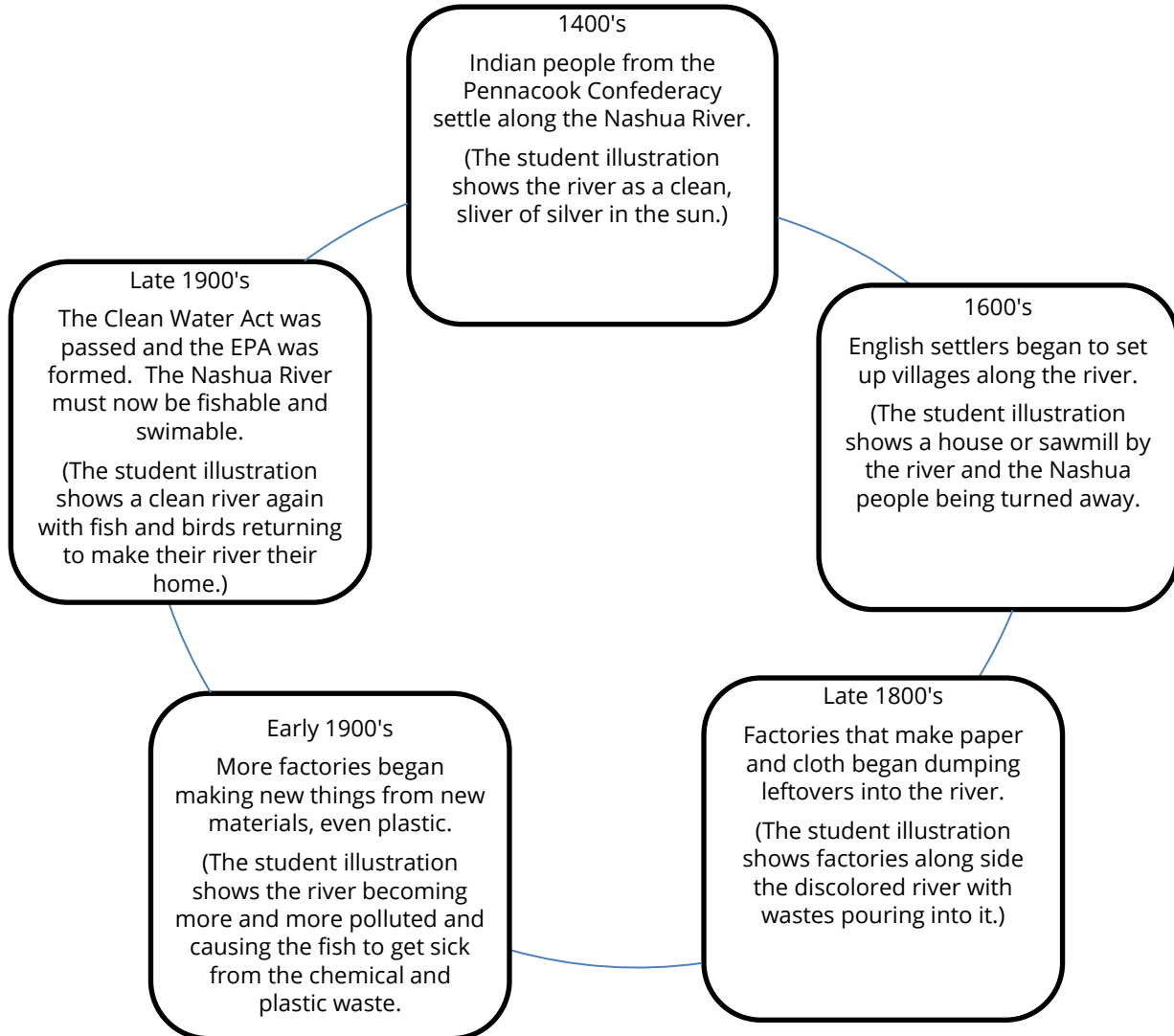
- labels of dates ranging from the first American Indian settlement to present times;
- 4-5 events that significantly impacted the Nashua River;
- a sentence or more explaining what happened in each section of the timeline;
- illustrations depicting the impact on the river throughout each event on the timeline; and
- collaborative contributions with co-construction from each group member.

As you write your individual paragraph, remember to:

- establish a situation narrated by the river using dialogue and/or descriptions of thoughts and feelings it might have felt based on the actions of the American Indians and English settlers, as well as, the effects of progress in modern times;
- use temporal words and phrases to signal event order; and
- provide a sense of closure.

POSSIBLE STUDENT RESPONSE



The Nashua River Circle Timeline





Narrative Paragraph:

I am the Nashua River. I have seen so much change over the years. Long ago Indian peoples were the only ones that visited my valley. Eventually, a tribe led by Chief Weeawa peacefully settled by me and named me for my clean, clear water. I provided for many of their needs, and in return, they respected me. Things began to change in the 1600's as people from England came and built homes. Over time, settlers claimed me for their own, and factories were built along me. I became so sick from pollution! Fish and children no longer swam in my water. I am so thankful that Marion helped people see that I had become a stinking, smelly sewer. I am so glad they finally listened to her. Now, I am the "river with the pebbled bottom" once again. I am no longer sick or lonely!

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read aloud the first two paragraphs of the author's note at the beginning of the book. Then, read the text as a shared reading experience to prepare students to understand the final text in the unit.</i></p> <p><i>Teacher's script: "Most American Indians viewed themselves as caretakers of the earth, not owners of land. As we read this text, let's continue to think about how the American Indians respected their land, how their thoughts and actions were different from the Europeans, and the impact of these conflicts on the people and the earth."</i></p>	
Author's Note	<p>How did the Indian peoples' way of life change after settling in the Nashua River Valley?</p> <p>How were views of the English settlers different from the American Indians?</p> <p>How did the American Indians respond?</p>	<p>Before settling in the valley near the Nashua River, the native people hunted animals, fished, and gathered seeds and plants. After settling along the river, they also began to plant crops.</p> <p>The philosophy of the English settlers was that this new land was to be claimed as their own and the forests were filled with evil spirits.</p> <p>At first the American Indians were friendly. Later, they felt that they had to fight to preserve their ways of life.</p>
Page 2	What do the author's words and illustrations tell you about this river and valley?	The Nashua River was peaceful and full of life. The water was clear, and there were many towering trees.
Page 3	<p>How does the author describe the river?</p> <p>Why do you think this group of native people wanted to settle there?</p>	<p>The author described the river as nestled in the valley and shining like a sliver of silver in the sun. The water was so clear that the pebbles could be seen in the sun.</p> <p>This group of native people were hunters and gatherers. They saw that this river valley was full of life and would be a place they could get clean water to drink. It had everything they needed.</p>

	What do you believe the illustrator wanted us to know by including pictures of animals around the border of page 3 and in the illustration on page 4?	The illustrations show us the many animals that made their homes in the river valley. The land around the river was full of life!
Pages 5-6	<p>How did Chief Weeawa's people use the land to meet all of their needs?</p> <p>How did the American Indians show respect for nature?</p> <p>What do you think the author meant by the sentence, "The Nashua people saw a rhythm in their lives and in the seasons."?</p>	<p>Chief Weeawa's people used the land for all they needed, including cattails from the river to make their homes. They used the land to plant corn and squash. They caught fish in the river and hunted in the forest.</p> <p>The American Indians showed respect by only killing what they needed. They also asked each animal for forgiveness for killing it.</p> <p>The Nashua people lived so closely to the land that they noticed patterns in how they lived and how things changed with the seasons over and over again.</p>
Pages 7-8	<p>What was life like before the "pale-faced traders" arrived in the valley?</p> <p>Using the text and illustrations from pages 5 and 7, describe how trading impacted the Nashua people?</p>	<p>The rhythm of life by the river continued for generations. The Nashua people continued living along the clear, clean river. Everything they used came from the land surrounding the river.</p> <p>The Nashua people welcomed traders and began trading furs for things that couldn't be made from the land, such as knives, beads, kettles, tools, and cloth.</p>
Pages 9-10	<p>How did the author contrast the practices and views of settlers on page 9 from those of the American Indians we read about on the previous pages?</p> <p> (This is an opportunity for a collaborative talk structure.)</p> <p>What did the river and the surrounding valley provide for the settlers?</p> <p></p>	<p>Life for the new settlers was very different from the native people of the Nashua River. The settlers cleared the forests in order to conquer the wilderness. They took much more than they needed from the land.</p> <p>The settlers traded and sold extra pelts from the animals of the valley for goods and money from England. The trees in the valley were used for lumber for houses instead of using cattails as thatch, and the water from</p>

		the river was used to power sawmills.
Pages 11-12	<p>Based on what we know from our first text in the unit, <i>Preserving Their Heritage</i>, why do you think the settlers called the land their own? <i>Teacher's note: You may choose to go back and read pages 5 and 6 of Preserving Their Heritage.</i></p> <p>Using the text and illustrations on these pages, how do you think the native people felt about being told not to trespass?</p>	<p>Even though the American Indians were the oldest known inhabitants of North America, early explorers claimed to have discovered new land, probably causing the settlers from England to overlook the fact that native people lived on the land first.</p> <p>The text tells us that their whole way of life was disrupted by the settlers. They began to fight for the land they had been a part of for thousands of years. The illustration on page 12 shows the sadness on the native peoples' faces as they are not allowed to cross over the river onto a settler's land.</p>
Pages 13-18	<p>How did the Industrial Revolution affect life for the people at the start of the new century?</p> <p>How did the Industrial Revolution impact the Nashua River?</p>	<p>The Industrial Revolution brought so many changes to the area. So many new machines were invented. Factories were making new things from new materials like plastic.</p> <p>The Nashua River became a dumping ground for leftovers from factories such as pulp, dye, fiber, chemicals, and plastics. The river became polluted. Fish and wildlife became sick and vanished from the valley.</p>
Pages 19-20	<p>How did Oweana's dream impact him?</p> <p>How did the illustrations on page 20 help you feel the vividness of Oweana's dream?</p> <p>Why was Chief Weeewa's name for the river no longer fitting?</p> <p>Why did the illustrator choose the illustrations included along the borders of pages 13-19?</p>	<p>Oweana's vivid dream caused him to become wide awake. The very next morning, he went to see his friend about the dream.</p> <p>Including an image of Chief Weeewa crying into the river makes the dreams seem so real. The water in the illustration is even turning brighter because of the chief's tears.</p> <p>The Nashua River was no longer clear enough to allow pebbles to shine through.</p> <p>The illustrations along the borders of the pages help us to see positive and</p>

		negative impact of change in our world since the Industrial Revolution.
Pages 21-22	<p>What was Marion's and Oweana's vision for the Nashua River?</p> <p>How did they accomplish their dream and get people to listen to the earth again?</p>	<p>Marion and Oweana wanted to restore the river to the way it used to be. They wanted the river to sparkle again and be filled with fish.</p> <p>Through lots of travel to speak to people, petitions, letters and protesting, new laws were passed to protect the river.</p>
Pages 23-26	<p>What do the people of the Nashua Valley think about the river now?</p> <p>How would Chief Weeawa feel if he could see the river today?</p> <p>If the river could speak, what might it say to Marion, Oweana, and the people who helped clean it up? Use evidence from the text to support your thinking about how the river felt and changed over time.</p>  <p>What have Marion and Oweana taught you?</p> 	<p>People want to spend time in and around the river again.</p> <p>Chief Weeawa would be so proud of the people who helped clean up the Nashua. He would be happy to see the towering trees and wildlife who once again make the river their home.</p> <p>The river might say "Thank you so much for cleaning me up! People called me stinky and smelly. Once I was clean and clear, but pollution from "progress" made me sick. Animals and visitors stopped visiting me. I was so lonely. Now, visitors walk along my banks and set their boats on me. Animals have come to make their homes near me once again, and people can see pebbles at the bottom of my river bed."</p> <p>Marion and Oweana have taught me that we should work hard to protect our land and rivers. I also learned that two people can accomplish so much when they don't give up on their dream.</p>

ALTERNATIVE SHARED READING OPTIONS

Giving Thanks: A Native American Good Morning Message by Chief Jake Swamp and Erwin Printup

BROTHER EAGLE, SISTER SKY– READING 1, QUESTION SEQUENCE 1, DAILY TASK 14

TEXT

Text: *Brother Eagle, Sister Sky*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

920L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure in this text is moderately complex. The text is a retelling of part of a speech believed to have been given by Chief Seattle. The text is written from his perspective. The illustrations support and extend the meaning of the text.

LANGUAGE FEATURES

The language features are very complex. The text has elements of poetic and figurative language. The text contains complex sentence structure and language with possibly unfamiliar vocabulary.

MEANING/PURPOSE

The purpose of the text is very complex. There are multiple levels of meaning in the text. The text and illustrations not only eloquently capture the views of American Indians concerning Earth's resources but also send a powerful, timeless message of the importance of environmental awareness for all.

KNOWLEDGE DEMANDS

The knowledge demands for this text are moderately complex. Students will need to have some knowledge of American Indians beliefs and their plight of land ownership with European settlers to fully engage with the text.

LESSON OBJECTIVE(S) FOR THIS READING

Students will continue to learn that the American Indians' unique respect of the land and all living things is a timeless message that still resonates today. To achieve this understanding, students will:

- ask and answer questions to analyze the words of Chief Seattle;
- interpret the narrative's central message using details from the text; and
- develop a personal response to the current relevance of the message through opinion writing.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- commanding (embedded)
- resounding (embedded)
- courses (embedded)
- crests (embedded)
- murmur (embedded)
- destiny (embedded)

The following word will be reinforced during our reading:

- preserve

DAILY TASK

In your opinion, are Chief Seattle's words still true for us today? What do you think he might say if he were still alive today? How can you live out his message today?

As you write your opinion paragraph, remember to:

- introduce your topic;
- express your opinion about the topic;
- include supporting reasons;
- use linking words or phrases to connect your ideas; and
- provide a concluding statement or section.

Be prepared to share your opinion with a partner. Helpful conversation stems might include:

- In my opinion, Chief Seattle's words...
- I disagree with you because...
- What questions do you have about my opinions?


As you talk with your partner remember to:


- ask and answer questions with appropriate detail; and
- speak in complete sentences to provide details and clarifications, as needed.

POSSIBLE STUDENT RESPONSE

Chief Seattle was a respected leader of a Northwest Indian Nation. In my opinion, the words he spoke to our government over one hundred years ago are still important for us today. In fact, they may even be more important for us to hear today. We can learn so much from the culture of the American Indians. We need to remember that what happens to the earth happens to us, too. When we cut down trees, animals don't have homes to live in. Also, when we pollute our streams and lakes, we don't have safe water to drink. We all can do our part to protect the web of life. We can preserve our resources and teach our children and grandchildren as the American Indians did. We want them to enjoy the beauty of our Earth one day, too!

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read aloud Brother Eagle, Sister Sky and the afterword at the conclusion of the text.</i></p> <p><i>Teacher's Script: "The text of this picture book is adapted from a speech believed to be delivered by Chief Seattle at treaty negotiations in the 1850s in response to the United States government's attempt to buy the land his tribe had been a part of for so long."</i></p>	
Page 4	Even at the beginning of the text, how is the American Indians' view of nature expressed?	The author starts with the questions "How can we buy the sky?" and "How can you own the rain and the wind?" This shows how American Indians respect nature and land. They realize it can't be owned.
Pages 5-9	What do you think the author meant by "We are part of the earth and it is part of us." and "... all belong to the same family."?	I think he means that we are connected to the earth. We need the earth, and the earth needs us to care for it. We must strive to keep balance and harmony between us.
Pages 11-12	How do the illustrations on pages 11 and 12 help us understand the author's words?	The illustrator has included images in the water to help us understand what he was saying about nature making him reflect on his past.
Page 15	How did the author feel about land ownership? How did he learn this?	He feels that no one can own the earth. We belong to it. He learned this from his ancestors' stories. On this page and throughout the text it says, "My ancestors said to me..." or "the voice of my grandfather..." to show that he has learned this from the time he was a young boy.
Page 18	What was now the author's responsibility as an adult?	He must also teach his children and grandchildren to respect the earth.

Pages 19-20	<p>How do the illustrations on pages 19 and 20 make you feel?</p> <p>What was the author predicting the earth might be like in the future?</p>	<p>The illustrations make me feel sad. It looks like too much has been taken from the earth. All the trees have been cut down, and there are no homes for the animals. I believe that Chief Seattle would be sad to have seen this happen to the earth.</p> <p>He was predicting that men would take over the wilderness and that animals would disappear. He also predicted “talking wires” or telegraph poles and lines would destroy the beautiful view of the hills.</p>
Pages 21-22	<p>How does the illustrator’s painting of a spider’s web help you understand the author’s words?</p> <p>Do you think we can do anything to repair the “web of life”?</p>	<p>A spider’s web is delicate and easily broken. One broken strand can affect the strength of the whole web. The same is the case with the earth. The earth is connected, as well. If nature is damaged in one way, another living thing can be affected.</p> <p>Just like the family in the illustration, we can help replant flowers and trees. I think we can also keep the earth clean.</p>
Page 23	<p>Why do you think the illustrator chose to include a vision of American Indians in the illustration with the modern family?</p> <p>What do you think the American Indians from the past might have said to the boy if they could speak to him now?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>The illustrator is trying to show Chief Seattle’s wish for us to remember how much they once had loved the land before they had to sell it.</p> <p>They might say, “Thank you for loving the earth again like we once did. Remember to teach your children to take care of the land and love it too.”</p>
After Reading page 23, connect <i>A River Ran Wild</i> and <i>Brother Eagle, Sister Sky</i> .	As we think about the last two texts in our unit, consider the similarities between Oweana, a descendent of Chief Weeawa, and Chief Seattle. How are they alike?	Both Oweana and Chief Seattle had a deep love for their lands. In <i>A River Ran Wild</i> , Oweana had a vivid dream that awoke him from sleep. He and his friend Marion immediately took action to change the condition of the Nashua River. In <i>Brother Eagle, Sister Sky</i> , Chief Seattle worried about the condition that European settlers would leave the land they were trying to claim. He asked what would happen to the buffalo, the

	<p>How were both of these American Indians influenced by their ancestors?</p> <p>Based on all that we have learned about American Indian tribes of the past, why are these last two books, <i>A River Ran Wild</i> and <i>Brother Eagle, Sister Sky</i>, fitting texts to conclude our thinking about interdependence and relationships among people and nations?</p> 	<p>wild horses, and the forests.</p> <p>Chief Seattle's words throughout <i>Brother Eagle, Sister Sky</i> are filled with references like "my mother told me", "my father said to me", and "the voices of my ancestors said to me" which show how much he listened to them and respected their teachings about the sacredness of nature and how all living things are connected. Oweana's dream included a vision of Chief Weeawa's spirit returning to the Nashua River and tearfully mourning for it. As a result of that shared dream, Oweana and Marion had a passion to help the river return to its original beauty for which Chief Weeawa had named it.</p> <p>These texts help me think about how I can be more respectful of the earth and live in a more interdependent way with it and the people around me. I realize that I can do more to show my thanks for the resources around me. I don't want them to disappear. I want my family and community to thrive.</p>
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END-OF-UNIT TASK

In preparation for an upcoming Indian educational powwow and festival, the NAIA of Tennessee (National American Indian Association) has asked us to provide input on what information to include in the festival exhibits. These real life exhibits should demonstrate how American Indians survived and thrived in the past and educate festival goers with information that can be used to better their own lives and prompt them to consider how we can show more respect for the earth, work cooperatively through sharing with others, and engage with others peacefully and lawfully.

Part A:

Write a letter to the NAIA Powwow Committee explaining what information to include in the real life exhibits, and why you feel it would be important for those attending the festival. The letter should:

- include an introduction and conclusion;
- use evidence from our unit's texts to highlight dependence upon the land for their basic needs and wants, cooperative interactions with different tribes through trade and agreements, and development of tribal relationships through their own customs and laws;
- incorporate important vocabulary from our learning;
- explain why this information would be important for sharing that day; and
- include all parts of a friendly letter (i.e., heading, greeting, body, closing, and signature).

Part B:

Using information from all three regions of study from this unit (i.e., Northeast, Southeast and Plains), include diagrams of what the possible real life exhibits might look like to accompany your letter. Your diagrams should include three separate sections and include drawings with labels that illustrate:

- dependence upon the land;
- cooperation with others through trade and agreements; and
- cooperation within the tribe through customs and laws.

Part C:

Write explanatory paragraphs, as captions, detailing the diagrams of the exhibits that might be chosen to display at the powwow and provide reasons why those aspects should be included. The explanatory paragraph should:

- introduce the region's exhibit;
- include group-related information together to provide clarity to the committee members;
- develop your ideas about why certain aspects should be included in the exhibit with facts, definitions, and details;
- use linking words and phrases to connect ideas within the categories of information displayed in your diagram;
- use precise language to inform the committee members about the exhibit; and
- provide a conclusion.

Remember to use the regional anchor charts, the Essential Question chart, and your Student Packet to guide your thinking for your letter, diagrams, and captions.

STUDENT RESPONSE**End of Unit Task, Part A, Letter to the NAIA Powwow Committee:**

Dear NAIA Powwow Committee Member,

Thank you for planning this festival and asking us for our input about the exhibits. My class and I have learned so much about how American Indians survived and thrived!

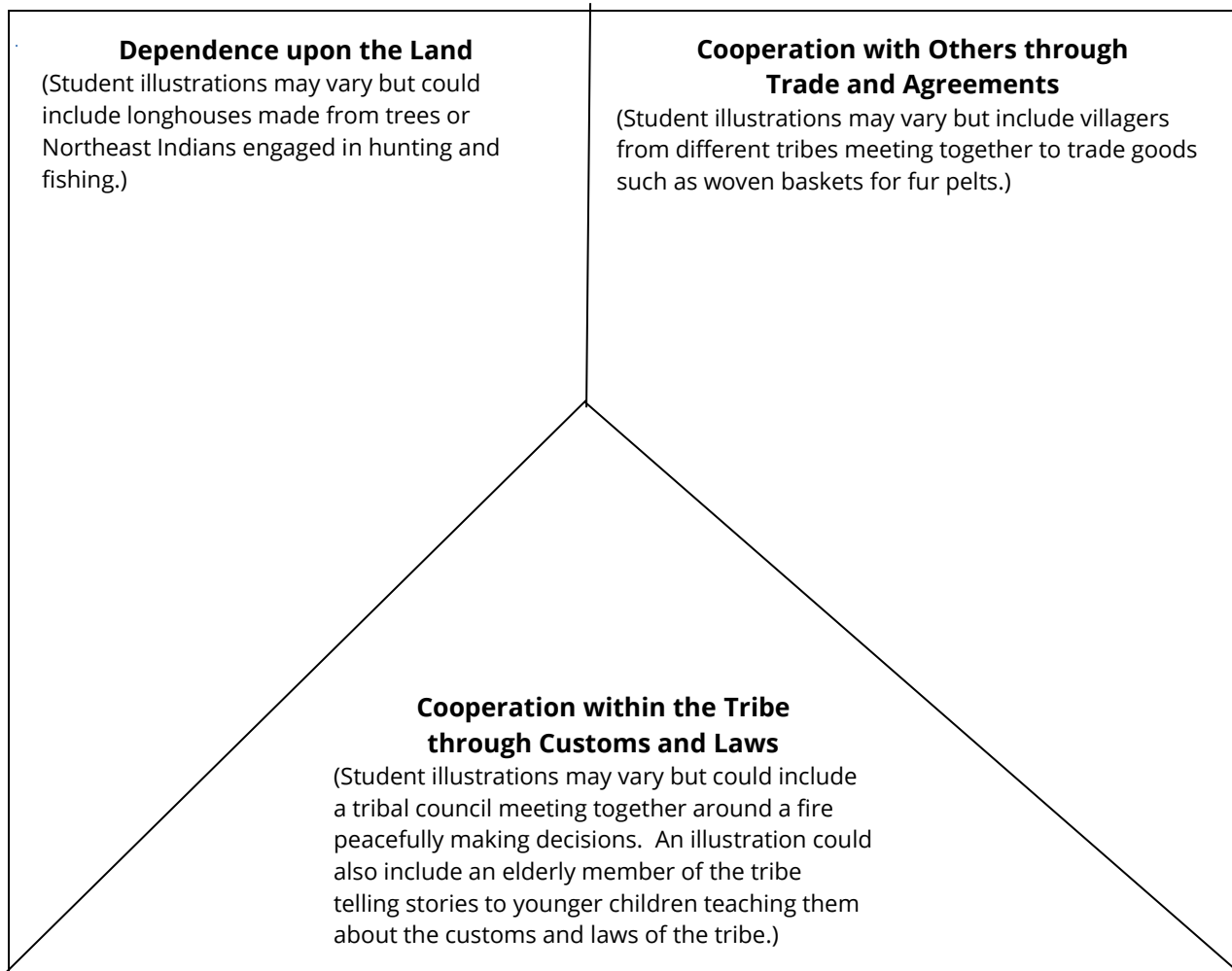
First of all, I think people who come to the powwow should learn how American Indians cared for and respected the earth. They only took what they needed from the land, used every part of the animals they hunted, and grew their own crops. Some tribes, like the Cherokee, even had town farm plots that were shared. Also, I would like for festival goers to see how American Indians cooperated with other tribes, like the Iroquois Nation who became a strong, peaceful nation by learning to work things out instead of using violence. Finally, I believe that storytelling would be an important for people of today to learn more about. Storytelling is a great way to teach future generations about one's history, culture, and beliefs.

Modern families could also thrive today by learning about these things through your exhibits. They could learn to waste less, preserve our earth, grow their own food, work things out peacefully with others, and tell stories to their own children to teach them important ways to live in our world. I am including diagrams of ideas for displays for each region that highlight how they depended upon the land, cooperated with others through trade and agreements, and cooperation within the tribe through customs and laws.

I hope I can bring my family to the powwow!

Sincerely,
Third Grade Student

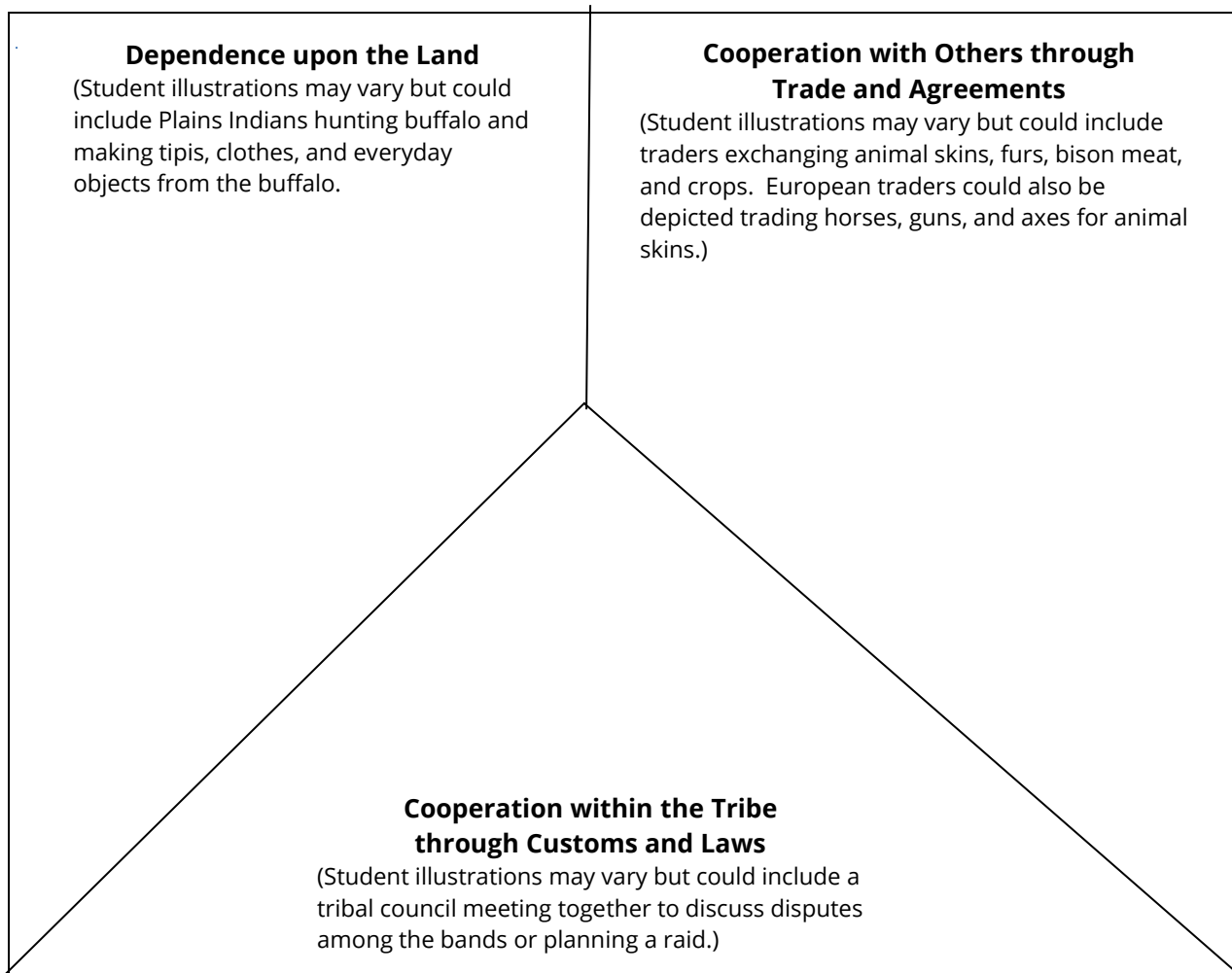
End of Unit Task, Parts B and C, Northeast Region Diagram and Caption:



Northeast Region Caption:

This exhibit diagram features American Indians from the Northeast region. Illustrations in the diagram show how many tribes of the Northeast depended upon the land for young trees that provided wood and bark for their homes, and animals and fish to provide food for their families. In addition, the diagram depicts how villagers cooperated through trade. The men of these villages used trails and waterways to trade with other nations. They traded things common to them for items that were scarce in their region. Finally, the diagram shows how cooperation to develop laws was important for peaceful living. Villages of the Northeast often had leaders called sachems, or chiefs. They represented the tribe and helped make important decisions about hunting, fishing, trade, and war among other nations. Each sachem was also part of a larger tribal council that worked together to make decisions about things like trade and war. Festival goers will learn a great deal from American Indians of the Northeast about working together to make decisions in a peaceful way.

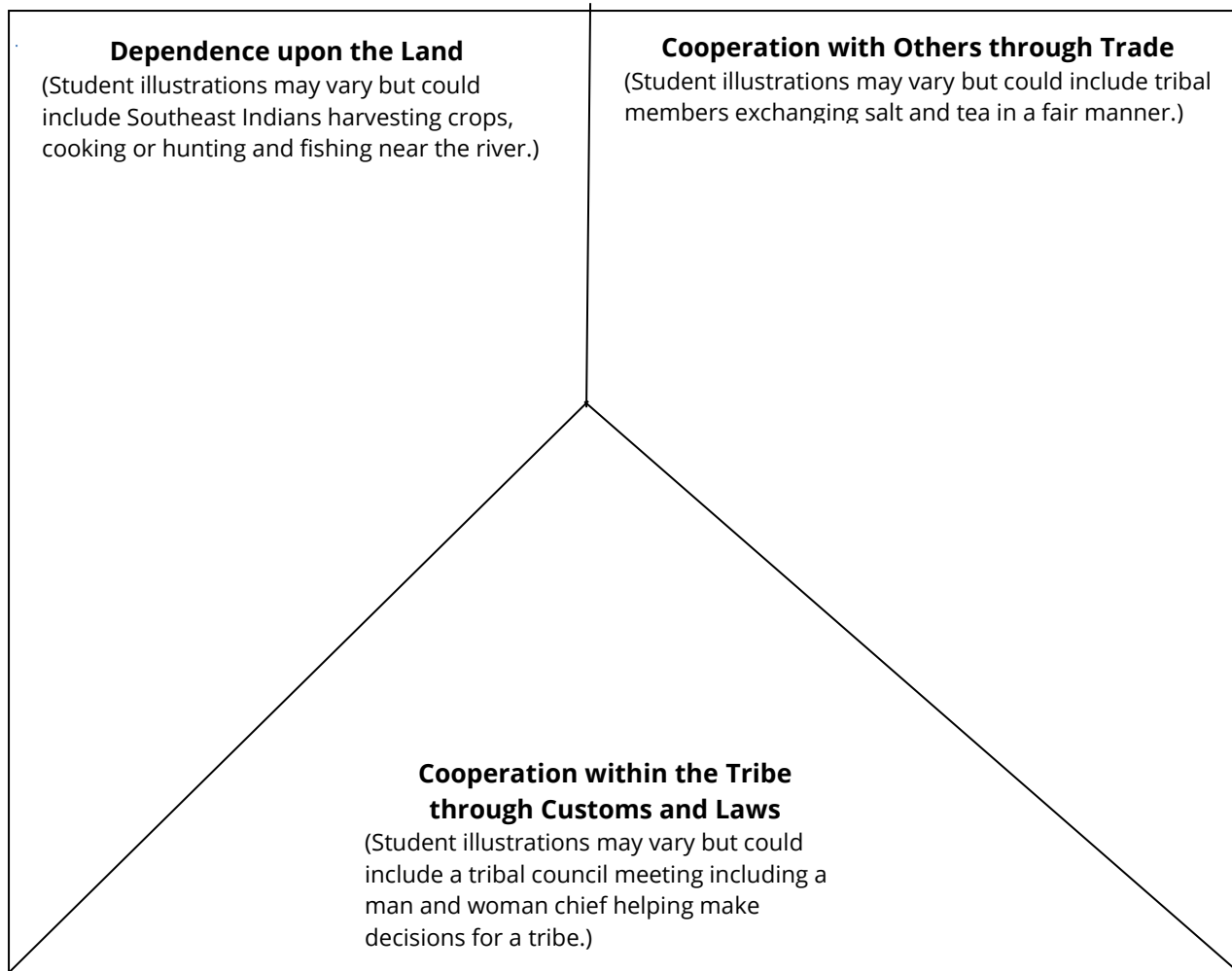
End of Unit Task, Parts B and C, Plains Region Diagram and Caption:



Plains Region Caption:

This exhibit diagram features American Indians from the Plains region. Illustrations in the diagram show how many tribes of the Plains depended upon the resources of the land in order to survive. Rabbits, deer, elk, and great herds of buffalo roamed the plains and ate the grasses. These animals provided the people with meat for food, clothing for protection against the cold, tools to help their everyday way of life, and fuel for their fires. In addition, the diagram depicts how the tribes cooperated through trade. Traders exchanged animal skins, fur, meat, and crops. As Europeans began to settle on the land, the Plains Indians traded their buffalo fur and meat for horse, axes, and guns, which greatly improved the hunting practices of the Plains Indians. Finally, the diagram shows how cooperation to develop laws was important for peaceful living. Each nation had elders and a chief who met in councils to make important decisions regarding the tribe and to settle disputes among other nations. Festival goers will learn a great deal from American Indians of the Plains about how to survive using the land and its resources.

End of Unit Task, Parts B and C, Southeast Region Diagram and Caption



Southeast Region Caption:

This exhibit diagram features American Indians from the Southeast region. Illustrations in the diagram show how many tribes of the Southeast depended upon the land for planting crops, such as corn, and hunting game and fish to provide food for their families. Tribes settled near rivers and waterways in order to have fresh water for food, cooking, bathing, and watering their crops. In addition, villages of the Southeast often had one or more leaders called chiefs. They represented the clan and helped make important decisions about hunting, fishing, trade, and war among other nations. Each chief was also part of a larger tribal council that worked together to make decisions about things like trade and war. Finally, the diagram depicts members of a Chickasaw and Cherokee tribe cooperating with each other through a fair exchange of goods. The men of these tribes traveled by foot or canoe in order to trade things common to them with other nations for things that were scarce in their region. Salt and tea were common resources that were traded among the tribes. Salt was used to cure meat and tea was believed to clear the minds of the people before they made important decisions. Festival goers will learn a great deal from American Indians of the Southeast about how working together through cooperation and interdependence, within the tribe and with other nations, allowed them to thrive in their homeland.

END-OF-UNIT TASK RUBRIC

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Directions: After reading and reflecting on the student work sample, score each area and total the rubric score at the bottom. Note that this rubric is designed to look at student work samples in a holistic manner.

	Below Expectation (1)	Needs More Time (2)	Meets Expectation (3)	Above Expectation (4)
Content (Text-based evidence)	-Attempts to address the task, but ideas are unclear. -Lacks supporting details or evidence from the text(s).	-Partially addresses the task. -Includes some supporting details or evidence from the text(s).	-Generally addresses the task. -Includes adequate supporting details or evidence from the text(s).	-Fully addresses all parts of the task. -Includes relevant and sufficient supporting details or evidence from the text(s).
Word Choice (Content Vocabulary)	-Uses little, if any, use of appropriate language.	-Uses inconsistent command of language.	-Uses adequate command of language.	-Uses consistent command of language.
Mechanics	-Demonstrates little, if any, use of grade-level conventions of standard written English.	-Demonstrates inconsistent command of grade-level conventions of standard written English.	-Generally demonstrates adequate command of grade-level conventions of standard written English.	-Demonstrates consistent command of grade-level conventions of standard written English.
Structure	-Writing is too limited to discern a mode of writing.	-May attempt to utilize a mode of writing.	-Utilizes a mostly consistent mode of writing.	-Utilizes a consistent mode of writing.

Total: _____

APPENDIX A: UNIT PREPARATION PROTOCOL

Question 1: What will students learn during my unit?

Review the content goals for the unit, and identify the desired results for learners.	
<ul style="list-style-type: none"> • What are the concepts around which I will organize my unit (<i>universal concept, unit concept</i>)? • What will students come to understand through deep exploration of these concepts (<i>essential questions, enduring understandings</i>*)? • What disciplinary knowledge will focus instruction and provide the schema for students to organize and anchor new words (<i>guiding questions, disciplinary understandings</i>)? • Why is this content important for students to know? <p>*Adapted from McTighe, J. & Seif, E. (2011), Wiggins, G. & McTighe (2013).</p>	

Question 2: How will students demonstrate their learning at the end of my unit?

Review the end-of-unit task and the exemplar response to determine how students will demonstrate their learning.	
<ul style="list-style-type: none"> • How does the task integrate the grade-level standards for reading, writing, speaking and listening, and/or foundational literacy in service of deep understanding of the unit texts and concepts? • How does the task call for students to synthesize their learning across texts to demonstrate their understanding of the unit concept? • How does the task call for students to use appropriate details and elaborate on their thinking sufficiently? • How does the task prompt student thinking and writing that reflects the grade-level expectations? 	

- What is the criteria for success on this task?
What does an excellent response look/sound like?

Question 3: How will students build knowledge and vocabulary over the course of the unit?

Read each of the texts for the unit, and consider how the texts are thoughtfully sequenced to build world and word knowledge.

- How are the texts sequenced to build knowledge around the unit concepts?
- How are the texts sequenced to support students in developing academic and domain-specific vocabulary?
- Which instructional strategies are suggested for each text? How will I sequence them within the literacy block?

Question 4: What makes the text complex?

You are now ready to prepare at the lesson level. To do this, revisit the individual text. Review the text complexity analysis and read the desired understandings for the reading.

- What aspects of this text (structure, features, meaning/purpose, knowledge) are the most complex?
- What aspects of the text are most critical for students to comprehend to ensure they arrive at the desired understanding(s) for the reading?
- Where might you need to spend time and focus students' attention to ensure they comprehend the text?

Question 5: How will I help students access complex texts during daily instruction?

Review the question sequence, and reflect on how the questions support students in accessing the text.

- How does the question sequence support students in accessing the text and developing the desired understanding(s) of the reading?
- How does the question sequence attend to words, phrases, and sentences that will support students in building vocabulary and knowledge?
- How are the questions skillfully sequenced to guide students to the desired understanding(s) of the reading?
- How will you ensure all students engage with the questions that are most essential to the objectives of the lesson? (Consider structures such as turn and talk, stop and jot, etc.)
- How will you consider additional texts, or additional reads of the text, to ensure students fully access and deeply understand the text?
- Are there any additional supports (e.g., modeling, re-reading parts of the text) that students will need in order to develop an understanding of the big ideas of the text and the enduring understandings of the unit?

Question 6: How will students demonstrate their learning during the lesson?

Review the daily task for the lesson to determine what students will be able to do at the end of the lesson.

- How does the task require students to demonstrate their new or refined understanding?
- How does the task call for students to use appropriate details and elaborate on their thinking sufficiently? How does the task prompt student thinking and writing that reflects the grade-level expectations?

- How does this task build on prior learning in the unit/prepare students for success on the end-of-unit task?

How will students demonstrate their learning during other parts of the lesson? What is the criteria for success on this task? What does an excellent response look/sound like?

Question 7: What do my students already know, and what are they already able to do?

Consider what your students already know and what they are already able to do to support productive engagement with the resources in the unit starter.

- What knowledge do my students need to have prior to this unit?
- What do my students already know? What are they already able to do?
- Given this, which/what components of these texts might be challenging? Which/what components of these tasks might be challenging?
- What supports will I plan for my students (e.g., shifting to a different level of cognitive demand, adding or adjusting talking structures, adding or adjusting accountable talk stems into student discussions, providing specific academic feedback, or adding or adjusting scaffolded support)?
- How can the questions and tasks provided in the unit starter inform adjustments to upcoming lessons?

Question 8: What content do I need to brush up on before teaching this unit?

Determine what knowledge you as the teacher need to build before having students engaged with these resources.

- What knowledge and understandings about the content do I need to build?
- What action steps can I take to develop my knowledge?
- What resources and support will I seek out?

APPENDIX B: LESSON PREPARATION PROTOCOL

Question 1: What will students learn during this lesson?

Review the desired understanding(s) for the reading. Then read the daily task and the desired student response.

- What is the desired understanding(s) for this reading?
- How does this desired understanding build off what students have already learned? What new understandings will students develop during this reading?
- How will my students demonstrate their learning at the end of the lesson?
- How does the desired understanding for this reading fit within the larger context of the unit?

Question 2: How might features of the text help or hold students back from building the disciplinary and/or enduring understandings?

Read and annotate the lesson text and review the associated text complexity analysis.

- Where in the text will students be asked to make connections to what they already know? Where in the text will students build new knowledge?
- What aspects of the text (structure, features, meaning/purpose, knowledge) might help or hold students back from building the disciplinary and/or enduring understandings?
- Where do I need to focus students' time and attention during the read aloud/shared reading?

Question 3: How will I support students in accessing this text so they can build the disciplinary and/or enduring understandings?

Read through the question sequence and the desired student responses.	
<ul style="list-style-type: none"> • Which question(s) are crucial and most aligned to the desired understandings? What thinking will students need to do to answer the most important questions? • Which questions target the aspects of the text that may hold students back from building the desired disciplinary and/or enduring understandings? • Are there adjustments I need to make to the questions or their order to meet the needs of my students - while ensuring students are still responsible for thinking deeply about the content? • What do I expect to hear in students' responses? How will I support to students who provide partial or incomplete responses in developing a fuller response? 	

APPENDIX C: USEFUL PROCEDURAL EXAMPLES FOR EXPLICIT VOCABULARY INSTRUCTION

Example 1:

- Contextualize the word for its role in the text.
- Provide a student friendly definition, description, explanation, or example of the new term along with a nonlinguistic representation and a gesture.
- Provide additional examples, and ask students to provide their own examples of the word.
- Construct a picture, symbol, or graphic to represent the word.
- Engage students in lively ways to utilize the new word immediately.
- Provide multiple exposures to the word over time.

-Beck et al., 2002; Marzano, 2004

For a specific example, see the shared reading webinar presentation found [here](#).

Example 2:

- Say the word; teach pronunciation.
- Class repeats the word.
- Display the word with a visual, read the word, and say the definition using a complete sentence.
- Have the class say the word and repeat the definition.
- Use the word in a sentence: the context of the sentence should be something students know and can connect with.
- Add a gesture to the definition, and repeat the definition with the gesture.
- Students repeat the definition with the gesture.
- Have student partners take turns teaching the word to each other and using the word in a sentence they create.
- Explain how the word will be used in the text, either by reading the sentence in which it appears or explaining the context in which it appears.

- Adapted from *50 Nifty Speaking and Listening Activities* by Judi Dodson